DOCUMENT RESUME

ED 234 143 CE 036 336

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TITLE The Effects of Small Group Counseling Using Structured Activities on the Self-Concept of Disadvantaged Post-Secondary Students.
INSTITUTION Southeast Kansas Area Vocational-Technical School, Columbus.
PUB DATE Jun 82
NOTE 111p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Counseling Effectiveness; *Counseling Techniques; *Disadvantaged; Displaced Homemakers; Dropout Prevention; Educational Counseling; Employment Potential; *Group Counseling; Postsecondary Education; Program Effectiveness; Program Implementation; Self Actualization; *Self Concept; Self Concept Measures; Self Evaluation (Individuals); Technical Education; *Two Year College Students; Vocational Education; Vocational Schools

ABSTRACT

The purpose of this study was to investigate the effect of group counseling using structured activities on the self-concept of disadvantaged postsecondary students enrolled in vocational-technical schools. Volunteers meeting Comprehensive Employment and Training Act (CETA) and Basic Educational Opportunity Grant (BEOG) definitions of "disadvantaged" were randomly selected and placed into two groups, a control group and an experimental group. The experimental group met twice weekly for a total of 12 counseling sessions. In the sessions, the counselor tried to assist students to learn more about self, plan some intervention strategies to improve student self-concepts, and prevent absences, tardiness, and dropouts, while students tried to succeed in school and employment. The clinical and research form of the Tennessee Self-Concept Scale was given as a pre- and posttest. Statistical data gathered were compared through the F test of analysis of variance. Based on the findings of the study, these suggestions were made for similar counseling programs: (1) handouts with minimum amounts of reading material at an easy reading level should be used; (2) interactions through dyads or small groups of five or less are very effective; and (3) six one-hour sessions would be sufficient, using selected structured activities perceived by the students to be interesting and worthwhile. Activities used in the counseling sessions are included in the appendix. (Author/KC)

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THE EFFECTS OF SMALL GROUP COUNSELING USING STRUCTURED ACTIVITIES ON THE SELF-CONCEPT OF DISADVANTAGED POST-SECONDARY STUDENTS

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ABSTRACT

The purpose of this study was to investigate the effect of group counseling using structured activities on the self-concept of disadvantaged post-secondary students enrolled in a vocational-technical school. Structured activities can be used for duplication of the research study, but more important, absentees can make up missed activities. The structured activities perceived by the students as being beneficial would be used by the counselor at the beginning of each semester with new enrollees using group counseling techniques on a short-term basis. The goal of the counselor being to assist students in learning more about self, plan some intervention strategies to improve student self-concept, prevent absences, tardies, and dropouts. The goal of the students being to succeed in school and to succeed on the jobs.

Eighty-five percent of the jobs in Kansas do not require a college degree. Marketable skills can be taught to persons desiring skill training. The vo-tech school must place 75 percent of post-secondary graduates and 50 percent of high school graduates in jobs to continue offering the program. Skilled workers are needed in the community and the disadvantaged in the community need jobs.

The clinical and research form of the Tennessee Self-Concept Scale was given as a pre- and posttest instrument.

Volunteers meeting CETA and BEOG guidelines for disadvantagement were randomly selected into two groups, a control group and an experimental group. The experimental group met twice weekly for a total of twelve counseling sessions.

The statistical data were compared through the F test of Analysis of Variance. Three areas were significant at the .01 level: The experimental/control, rows (Identity, Self-Satisfaction, and Behavior) and in the interactions of rows/columns (Physical Self, Moral-Ethical Self, Personal Self, Family Self, Social Self). Three areas were significant at the .05 level: between first/second and in the interactions of first-second/experimental-control and columns/experimental-control.

Based on the findings of the study, suggestions were made for others to replicate this study using structured activities. The counseling form of the Tennessee Self-Concept Scale contains sufficient information for pretest and posttest measurement. Reading material on handouts should be kept to a minimum and at an easy reading level. Interactions through the use of dyads or small groups of five or less are very effective. Six one-hour sessions would be sufficient while using selected structured activities perceived by the students to be interesting and worthwhile.

ACKNOWLEDGEMENTS

The writer wishes to express her sincere appreciation to Dr. Bill Bray who assisted with the statistical computation of the sub-scales. The author wants to give special thanks to Dr. Ben Vineyard, Dr. Don Milliken, Dr. Richard Nelson, and Dr. Donna Kater for their encouragement during the planning and completion of this study. Also, a thank you to the school administrators, Richard McWhorter, Director, and Melvin Briley, Assistant Director, and to Joyce Scott, secretary and typist, for their cooperation and interest in this research project. A special thanks goes to my husband, Clement, and my children, Carol, B.J., Peggy and their families whose expressions of confidence is always encouraging.

As counselor, researcher, and writer, I would like to dedicate this research study to the vocational counselors of Kansas who have accepted me into the group. The dedication to students and to counseling by this group displays warmth and understanding which in turn makes me proud to be a vocational counselor.

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CHAPTER I

NATURE OF PROBLEM

Introduction

Schools today identify economically and academically disadvantaged students. Through Federal Legislation, Public Law 94-482 of the Education Amendments of 1976, services are provided to help with the special needs of students. Individualized instruction is implemented so that students can work at a level at which they are capable.

The federally funded Comprehensive Employment and Training Act (CETA), has financially assisted male and female students 16 years of age and older for one year of school to obtain a vocational skill. Then assists when possible, with an additional period of on-the-job training by providing financial assistance to the employer while the student is serving a probationary period of employment.

Many displaced homemakers receiving public assistance through Social Services become CETA clients. They enroll in a vocational program and are paid minimum wage of $3.35 per hour, thirty hours per week, while learning a skill in a school setting. Social Services continues assistance with food stamps and a medical card.

These students are also eligible for financial assistance through the Basic Educational Opportunity Grant (BEOG),

now known as the PELL Grant (1982-83). Based on income for the preceding year, an index number is assigned, and money is allocated, based on a pre-determined scale and the cost of school attendance. Most CETA clients receive the maximum BEOG payment which pays school tuition, fees and supplies, with the balance going toward transportation and incidental expenses. Other students receive benefits through the Veterans Administration and Social Security.

Persons with no job skills, and many with no high school diploma (high school dropouts), with few successes in life, have a low self-concept and hold very few motivating factors leading toward any set goals. Through group counseling, school counselors can "reach out" to new students who are handicapped because of disadvantagement and are fearful of a school experience. The counselor assists the students with orientation and adjustment to the new environment of school.

The appropriate time for self evaluation of the disadvantaged student is at the beginning of vocational training. Learning more about one's self can lead to successful vocational training and successful employment. The disadvantaged student can begin to feel self respect and self esteem as soon as there is tangible evidence of learning.

Vocational training is different than regular school in that one hour in the classroom relates meaningful instruction which leads to productive activity five hours per day in shop classes. Material produced is usable and serves a worthwhile purpose. Therefore, vocational training is the appropriate vehicle toward work and self respect.

Background and Need for the Study

A post-secondary student with a 1080 hour certificate of completion has learned a skill in a specific area of training. Attendance is of utmost importance; students who attend vocational classes regularly with no absences and tardies carry this learned behavior over to employment later.

A few students drop out of vocational classes early in their enrollment if absences begin to occur. School attendance cannot take place until some basic needs of the students are met. Financial aid assists with daily expenses of food, clothing and shelter. Obtaining a babysitter for very small children can be an immediate crisis. Transportation is a major factor with the majority of students who commute to classes each day. These concerns can be handled.

The attitude that a student holds cannot be handled so easily. According to Wren (1962), the attitude about school that the student brings with him is likely to color his present motivation and his plans for further education.

A study by Wattenberg and Clifford (1962) resulted in the conclusion that by the time a child reaches school age his self-concept is quite well formed and his reactions to learning, to school failure and success, and to the physical, social, and emotional climate of the classroom will be determined by the beliefs and attitudes he has about himself.

Students over age 16 have many varied problems much different than the high school student such as, marriage, children, divorce, death, unemployment, and lack of confidence.

Southeast Kansas and Cherokee County in particular have welfare recipients who are losing benefits under new federal guidelines. These people are potential enrollees for vocational training who will need to learn a skill before obtaining employment. The 1980 population of Cherokee County was 22,304. The average in Kansas for those receiving public assistance is 35 per 1000. However, in Cherokee County the figure is 58 per 1000 (U.S. Bureau of Census, 1980). With the national figure for unemployment at 9.4 percent as of April, 1982 (The Columbus Daily Advocate, 1982), and unemployment in May to 9.5 percent of the labor force (The Joplin Globe, 1982), only those people with marketable skills will have an opportunity for employment.

> The jobless rate reported by the Bureau of Labor Statistics exceeded April's 9.4 percent, which was the highest since the government began keeping monthly figures in 1948. For the prior eight years in which the government kept yearly statistics only, the highest was 9.9 percent in 1941.

The disadvantaged post-secondary student enrollment was 81 percent of the total post-secondary enrollment for the spring semester of 1982 at the Southeast Kansas Area Vo-Tech School.

Federal support programs were initiated in the belief that our traditional methods of orienting and motivating the disadvantaged to recognize, explore, and accept the opportunitities available to him have been unsuccessful.

Students can use the support services provided by counseling. The vocational counselor is perceived by the students as an encouraging person who can be trusted and who assists

the student through a period of adjustment. Group counseling techniques allows the counselor the needed time to be in contact with all students. The use of structured activities enables a student to complete activities after an absence. This research project could be duplicated by another researcher by the use of structured activities. The majority of investigations reviewed by this investigator, of which sample selections are presented in Chapters I and II, indicated that disadvantaged students have less positive self-concepts than do other students. It was also generally concluded that a significant positive relationship exists between high positive self-concept and school achievement. It seemed logical that to help the disadvantaged to succeed would be to find ways to increase one's positive feelings toward one's self and improve one's self-concept to assist the student to succeed in the classroom and to succeed on the job. This in turn, reduces the welfare rolls.

Therefore, the void in research methods for self-concept change in disadvantaged students and the national concern for assisting the disadvantaged person in developing his academic and productive potential were evidences of need for this study.

The Purpose of the Study

The purpose of this study was to investigate the effects of using structured activities and group counseling processes as the environment for changing the self-concepts of disadvantaged post-secondary students.

Statement of the Problem

The problem investigated in the present study was to determine the effects of structured activities and group counseling on the self-concepts of disadvantaged post-secondary students. More specifically, the study was to determine the effects on the nine (9) self-concept scores as measured by the Tennessee Self-Concept Scale (TSCS), of the disadvantaged students enrolled in the vocational programs at the Southeast Kansas Area Vocational-Technical School in the spring of 1982.

Research questions to which answers were sought were:

1. Did the self-concept of disadvantaged post-secondary students change significantly when structured activities and group counseling processes were used as the environment for change?
2. Did the group counseling treatment have differing effects on specific areas of the self-concept as measured by the TSCS?
3. How did students perceive the activities as being helpful?
4. Did any students drop out of school during the Research Project?

Hypothesis

The following hypothesis was tested to carry out the investigation of the problem:

Ho_1 There are no significant differences between the means

of pretest-posttest self-concept change scores (taken from the Tennessee Self-Concept Scale) of those disadvantaged students who attended group counseling sessions and the means of pretest-posttest self-concept change scores (taken from the Tennessee Self-Concept Scale) of those disadvantaged students who did not attend group counseling sessions.

The problem investigated compared the pretest-posttest self-concept change scores of two groups of disadvantaged students: Group I did not receive group counseling but met together twice for administration of the pretest and posttest. Group II participated in group counseling sessions.

Definition of Terms

To assist in the interpretation of this study, the following definitions are presented:

1. Area Vocational-Technical School: There are 14 area vo-tech schools in the state of Kansas. The Southeast Kansas area schools located in Coffeyville and Columbus serve Montgomery County, Cherokee County, and Crawford County (serves a total of 11 counties).
2. Column A - Physical Self (TSCS): The individual is presenting his/her view of the body.
3. Column B - Moral-Ethical Self (TSCS): Feelings of being a "good" or "bad" person.
4. Column C - Personal Self (TSCS): Reflects the individual's sense of personal worth apart from his body or his relationships to others.
5. Column D - Family Self (TSCS): Reflects one's feelings of adequacy, worth, and value as a family member.
6. Column E - Social Self (TSCS): Reflects the person's sense of adequacy and worth in his social interaction with other people in general.
7. Disadvantaged: Lacking in the basic resources or conditions (as standard housing, medical and educational facilities, and civil rights) believed to be necessary for an equal position in society.
8. Disadvantaged Students: Those post-secondary students who were enrolled in vocational programs at the Southeast Kansas Area Vocational-Technical School.

They were identified and met the criteria for financial aid through CETA and BEOG.

9. Displaced Homemakers: Is almost always a woman, generally over 35 and often over 50, who lacks income due to the death, disability, or desertion of a spouse, or to divorce or separation.
10. Medical Assistance: Includes people who have applied and are eligible for medical benefits under the rules of Kansas' Medicaid Program.
11. Public Assistance: Includes the Aid to Dependent Children (ADC) and General Assistance (GA) programs.
12. Row 1 P Score - Identity: The individual is describing his/her basic identity.
13. Row 2 P Score - Self Satisfaction: Reflects the level of self satisfaction or self acceptance.
14. Row 3 P Score - Behavior: The individual's perception of his/her own behavior.
15. Sub Scales: The three rows and five columns of the Tennessee Self-Concept Scale.
16. Total Positive (P+N): Reflects the overall level of self esteem; how the individual perceives himself.

Limitations of the Study

The population of disadvantaged students was limited to post-secondary students enrolled in the Southeast Kansas Area Vocational-Technical School, Columbus Division, during the spring of 1982 and were financial recipients under CETA and BEOG. The self-concept data collected were limited to the nine (9) Self-Concept dimensions as measured by the Tennessee Self-Concept Scale.

Organization of the Study

This study is organized into five chapters. Chapter I presents the nature of the problem and covered the introduction of the topic, background and need for the study, purpose of the study, problem statement, definition of terms, limitations, and organization of the study.

Chapter II covers the review of research and literature related to the study.

Chapter III explains the design and methodology of the study.

Chapter IV contains the analysis of data.

Chapter V presents the summary, findings, conclusions and recommendations.

CHAPTER II

REVIEW OF LITERATURE

Introduction

The purpose of this chapter is to present the relevant literature and studies pertaining to disadvantagement, group counseling and self-concept.

Unemployment

In 1980, a concern of the nation was the critically high level of youth unemployment, particularly its incidence among disadvantaged minority youth. Pinson presented a paper to the National Institute of Education and the importance of guidance and counseling was documented to prove that planned interventions, coordinated by trained professional counselors, can significantly reduce symptoms of unemployability within this target group. Pending legislation was geared to prepare disadvantaged youth to compete successfully with their more advantaged peers for unsubsidized employment as the long-term objective.

> The subject legislation was aimed to break the disadvantagement cycle which can be modified: the skills, attitudes, knowledges, and motivation that distinguish between the employable and unemployable youth or young adult. (Pinson, 1980)

Preventing high school dropouts is a priority issue. "Unemployment stood at 9.4 percent in April, up from

9.0 percent in March. It was the highest jobless rate in 41 years." (Advocate, 1982)

The result of competency testing in Kansas schools in April, 1980, indicated that one out of four students in grades two, four, and eight failed the reading tests--did not have basic reading skills. Nearly one-third of sixth grade students failed the reading tests--one out of ten eleventh graders did not pass it. For math test scores, 5.5 percent of second graders failed tests. One-half of all eleventh graders did not have basic math skills. (The Coffeyville Journal, 1982)

Failure in school and low self-esteem are concerns especially to the disadvantaged. Carlson (1979) says a student is more likely to learn if the instructional conditions are pleasant.

The writer has organized the following from information obtained from the Coffeyville Journal (1982):

The 1980 census report on the population in the state of Kansas gave the average age of men to be 28.5 and the average age of women to be 31.5. One of 16 adult Kansans were divorced. Of those 25 and older, 72.3 percent were high school graduates. Those having at least four years of college education were 15.6 percent of the population.

The average family income was $22,256. There were 39,655 families living on less than $5,000 a year. Of the 633,484 Kansas families, 49,067 or 7.6 percent had incomes below the federal poverty level; 7,329 families were age 65 and older and 41,738 families were under age 65.

The writer has organized the following information obtained from the 1970 census:

In 1970, 1,162 families (19.4 percent of all families) with income less than poverty level had a mean income of $1,939. Public assistance was being received by 20.1 percent. The mean size of a family was 3.2 and 565 families had related children under 18 years of age.

There were 249 families with a female head of household and 166 families with related children under 18 years of age. There were 25.1 percent unrelated individuals receiving public assistance income.

The employment characteristics for Cherokee County in 1970 showed 7,241 males 16 years and older. There were 4,942 (68.3%) in the labor force. Of the 2,299 not in the labor force, 383 were in school, 77 inmates of institutions, 1,062 were 65 years of age and older, 777 were under 65 and 262 (5.3%) were unemployed.

Females number 8,412 who were 16 years of age and older. The labor force consisted of 2,579 (30.7%). Of the 5,833 not in the labor force, 348 were in school, 158 were inmates of institutions, and 1,701 were 65 years and older. Those under 65 were 3,626 and 158 (6.1%) were unemployed. Males number 886 who were 16 to 21 years old. Not enrolled in school were 323; 144 were not high school graduates and 77 were unemployed or not in the labor force.

The income and poverty status in 1969 for Cherokee County listed the median income as $6,470, the mean income as $7,309,

and per capita income of persons was $2,245. Families with a female head of household numbered 563, with a mean income of $4,383.

The type of income listed for 5,977 families indicated that 1,577 received Social Security (mean Social Security income, $1,634) and 439 received public assistance of public welfare income ($1,211).

The report listed 643 families or 10.8 percent of all families with income less than 75% of poverty level. Families with a female head of household numbered 164 families.

The report listed 1610 families (26.9 percent of all families) with income less than 125 percent of poverty level and 296 were families with a female head of household.

The chief reason, according to Wren for school dropouts is the inability of the school to meet the needs of the students involved. "The school program is inappropriate; students do not see the values involved." (1962)

According to Carlson (1979) a student is more likely to be motivated to learn things that are meaningful to him or her and a student is more likely to learn something new if he or she has all the prerequisites.

Hansen, Stevic and Warner (1977) report:

> In our society work provides ways for meeting a number of psychological needs. It may be an outlet for the expressive drive that is a major source of energy. Work may provide an opportunity for the individual to win approval from others. Work promotes the development of satisfying social relationships. Work provides a way for a person to feel that his or her life is counting for something. The worker is a leader, a director, a creator, a server or a teacher. and this role has meaning to the worker as well as to society.

Adult Learners

A special report (1980) printed by the American College Testing Program listed some characteristics of adult learners as compiled by Palmer. The adult learner may be threatened by the classroom situation. Having failed or dropped out may cause the adult learner to fear self-exposure and ridicule.

Fears promote negative attitudes toward schooling. Establishing a warm, informal and relaxed learning environment can help defeat this attitude.

The adult learner usually has definite goals and has less flexibility than more youthful students. The adult learner expects information to be relevant.

The adult learner is a voluntary learner with limited time and energy for schooling because of responsibilities to their jobs, families, churches and communities.

Adult learners usually set high standards for themselves. They need varied experiences to learn and are likely to ask many questions. A supportive atmosphere is needed to lessen anxiety. The class must meet their needs, because if time is wasted, they will drop out.

Disadvantagement

Southeast Kansas is comprised of nine counties with Cherokee County located in the southeast corner. The State Department of Social and Rehabilitation Services (SRS) now group counties by Management Areas and Cherokee and Labette counties are in the Parsons area. The following tables were compiled by the author based on information provided from

the State Department of Social and Rehabilitation Services, Topeka, Kansas, in September, 1981.

Table 1

CHEROKEE COUNTY
Population

1980	1970
22,304	21,549

Table 2

RECIPIENTS OF PUBLIC ASSISTANCE

	December, 1980	December, 1970
Average in Kansas	35 per 1000 Population	30 per 1000 Population

*Figures reflect a 12 month increase of 16.6%

Cherokee County	58 per 1000 Population	30 per 1000 Population

Table 3

PEOPLE ELIGIBLE FOR MEDICAL ASSISTANCE

	December, 1980	December, 1979
Average per Kansas	56 per 1000 Population	49.7 *12.7% Increase
Cherokee County	114 per 1000 Population	

*While there are 56 people out of every 1000 in the population eligible to receive medical assistance, only about 60% or 34 of these actually receive medical assistance benefits in any one month.

Table 4

RECIPIENTS OF MEDICAL ASSISTANCE

	December, 1980
U.S. Average	38 per 1000 people
Cherokee County	29 per 1000 people

Comprehensive Employment and Training Act

"Between the Civil War and World War II, there were five economic declines when unemployment exceeded nine percent for at least a year." (Report No. 10, 1980)

> During the past two decades, it has generally been recognized that even a healthy economic environment has not been enough for a significant number of some segments of society to make certain crucial transitions. In response, Federal employment and training systems have been created to deal with this transitional need.

The Comprehensive Employment and Training Act (CETA) was passed by Congress in 1973

> to provide job training and employment opportunities for economically disadvantaged, unemployed and underemployed persons and to assure that training and other services lead to maximum employment opportunities and enhance self-sufficiency by establishing a flexible and decentralized system of Federal, State, and local programs. (Employment and Training Act, 1977)

An individual is considered disadvantaged if his income falls below U.S. Department of Health and Welfare guidelines published yearly, and if he/she is one or more of the following: a school dropout, a welfare recipient, a veteran, a member of a minority, unsuitably employed, handicapped,

younger (16-21 years old), older (45 years and older), and lacking previous training or previous skilled work experience that is still marketable. Individuals possessing the economic qualification plus one or more of the other stated qualities take priority in obtaining service. Determination of participants' eligibility for CETA is made by CETA counselors/interviewers, called adult generalists.

The Kansas CETA director, Richard Hernandez, (The Coffeyville Daily Journal, 1982) says:

> Of the people that have gone through the program, 70 percent have better earnings than those who have gone through any other process. We have found that in three to five years, the CETA trained employee will pay back the initial investment in taxes. Currently 80 percent of the CETA funding goes directly to those it is designated to help, the unemployed, while 20 percent is used for administrative costs.

Polifka Study (1981)

Polifka compared CETA and non-CETA LPN trainees with factors associated with performance and to dropping out of the training program.

Counselor contacts per month proved to be a significant factor in relation to performance. Successful trainees tended to have a higher percentage of their number in the three or four contacts per month category while unsuccessful trainees had two or fewer contacts per month.

Polifka reviewed CETA related literature and found that age was a significant factor in relation to successful program completion with 18-24 year olds demonstrating the greatest tendency to withdraw from training and the 32-41

age range with the highest percentage completion rate and lowest percentage dropout rate.

Group Counseling in Schools

Self appraisal is a lifelong task.

> The purposes served by group procedures in guidance are those related to the furtherance of learnings leading to self-knowledge and self-direction in making choices, plans, and life adjustments. (Bennett, 1963)

Rose and Bednar (1980) suggests

> that the appropriate use of structure during early phases of group counseling can facilitate levels of client risk and responsibility that are conducive to the development of high-level group work. A leader would profit by structuring sequences of positive and negative feedback during the initial group sessions.

Small group work in schools is often an extension of a large group presentation. An example of this would be to explain scheduling procedures in a large group, then actually work on individual schedules in small groups so that questions can be asked and special situations are handled.

Educational, vocational, and personal information can be handled in a small group setting where discussion can involve all in interaction using common interests and goals.

Students can develop social skills and decision-making skills to help them to be more successful in their lives.

According to Trotzer (1977) helping groups can be broken down into four major categories: guidance groups, counseling groups, consulting groups and growth groups.

> Groups in this category are developmental and preventive in nature. They are organized to help

> individuals understand themselves and their world and to help them lead more satisfying and meaningful lives.

According to Thompson (1972) larger groups can be broken down to sub groups with one leader. The counselor's time must be carefully planned. To be effective a programmed sequence of conducting sessions must be developed.

Trotzer suggests focusing on personal strengths and positive resources. As resources are examined and apply to concerns, a group member grows in self-esteem and self-confidence, improves self-concepts, and takes a more positive attitude toward changing behavior. Trotzer, et al, (1977) states:

> The encounter group per se has no relevance to the vast majority of counselor progress in schools because of its intense confrontation nature, its assumptions of adult maturity and time arrangement required to use it.

He continues, "Sensitivity groups have little general relevance to the school."

"Group counseling moves through five stages: initiation, conflict and confrontation, cohesiveness, productiveness, and termination."

According to Hansen, Stevic, and Warner (1976) if the group is voluntary and becomes meaningful, the group will move in terms of self-direction. Feedback from peers regarding self is potent and important. Hansen writes of the dignity and worth of each person and the capability and right of each person to make his own decisions. To be taken in consideration is the phenomenal field which is the private world of each individual that becomes a source of internal

reference for viewing life. It constitutes his sense of reality. Research suggests the selecting of clients who volunteer for the group after they know what is expected of them and what they can expect from the experience.

Riester (1980) conducted a follow-up study of junior and senior high students who were involved in group counseling at the elementary level and found that group counseling had a lasting impact. He says that group counseling should be considered for students with interpersonal problems and negative attitudes towards the school.

Rush (1980) tested Levinson's model of life/career stages and states there are four distinct stages between ages 20-45 with their own developmental tasks and related behaviors and attitudes.

Self-Concept

The self-concept is formed gradually with heredity and environment influencing this development. Rotter (1954) discusses learned behavior as "behavior that is modifiable, that changes with experience." Rotter continues relating behavior to society:

> In our society an expectancy that one can do things that others value is necessary for any child who is to be considered happy or adjusted. The absence of such feelings not only leads to avoidant behavior and lack of efforts at productive activity but also generalize to other areas of the child's life so that he tends to think of himself as worthless. It is in the school primarily that the child may obtain a feeling that he is capable of doing something worthwhile that is valued by society at large.

Self esteem comes from a sense of personal effectiveness

and a sense of personal worth. Better understanding of self can provide answers for acceptance of self. Bennett, et al, (1963) states:

> First, understanding of self is essential for any realistic planning of educational, vocational, and personal social goals, and for self-direction in progressing toward them.

With man being a social person, group counseling is being used so that feedback from others can influence the behavior of change within the group.

"Your self esteem is your opinion of yourself. It is basically the sum total of all your feelings about yourself." (Dauw, 1980)

> Self-concept is a very private picture each of us carries around which evolves out of who we think we are, what we think we can do, and how best we think we can do it. This phenomenon called the self grows, develops, changes, and expresses itself in behavior. In short, self-concept theory strongly suggests that a person will act like the sort of individual he conceives himself to be. (Hamachek, 1971)

According to Hansen, et al, (1976) social roles affect both the individual's own expectations of himself and the expectations of others toward him. And personality traits not only determine the individual's behavior, but they also act to stimulate behavior in the person toward whom the original behavior is directed.

> By the time a child reaches school age his self-concept is quite well formed and his reactions to learning, to school failure and success, and to the physical, social, and emotional climate of the classroom will be determined by the beliefs and attitudes he has about himself.

There is considerable evidence to support this view. Perhaps

the most dramatic is that of Wattenberg, et al, (1962) who studied kindergarten youngsters in an attempt to see if self-concept was predictive of reading success two and a half years later. It was. In fact, it was a better predictor than IQ: Children with low (poor) self-concepts did not learn to read or did not read as well as children with high (good) self-concepts.

> High self esteem results primarily from one's accepting complete responsibility for his individual well-being and taking full charge of his own life. It is rooted in unconditional acceptance of himself, despite his mistakes, defeats and failures, as an innately worthy and important being. (Barksdale, 1980)

According to Hurlock (1955):

> Healthy attitudes come from a realistic concept of self. The adolescent who can see himself as he actually is, not as he would like to be nor as his family and friends would like him to be, will make far better adjustments to life than will the individual whose concept of self has been distorted by wishful thinking.

"Self-concept guides the nature and direction of behavior." (Purkey, 1978)

> Each person has a strong tendency to protect his or her self-concept against conflicting pressures, to think as well of himself or herself as circumstances permit, and to be regarded positively by significant others. (Purkey, et al, 1978)

In 1961 a review of literature on self-concept by Wylie (1974) found only four studies that had compared the self-concepts of counseled versus non-counseled subjects.

In 1975, Caruthers had found studies attempting self-concept enhancement but no study was found which attempted to change the self-concept of disadvantaged high school students.

Thompson, et al, (1972) states that age is a more significant determinant of self-concept than is socioeconomic level.

Ford and Must (1972) say that self-concept is positively associated by parent income.

Steggall Study

Twenty fifth grade children, in groups of five, were involved in eight treatment sessions emphasizing self-knowledge and self-awareness within a non-threatening atmosphere. Another twenty were in the control group. The concept in the Steggall study (1972) was that developing self-awareness and increasing self-knowledge within a non-threatening atmosphere leads to increased positive self-regard. The experimental self-discovery method consisted of activities involving the use of all senses. The activities encouraged the children to look at themselves from different perspectives, accept what was perceived and build positive attitudes about the perceptions. The leader reinforced each child for conscious awareness of self and acceptance.

Fourteen minor hypotheses were significant and six were not significant.

Smith Study

Smith (1972) designed a study to compare the effects of group counseling by trained counselors and group counseling by probation officers on the behavior of juvenile probationers. The counseling model employed the common problems model and used group discussion.

The results indicated positive results by both counseling groups over the control group by short term behavior change in that only 5 percent of the counseled group, but 25 percent of the control group had probation failure which is defined as an extension of probation or incarceration.

Young Study

A wide range of opinions as to what is helpful and what is not has made research difficult in group experiences. The self-concept has been linked with outcome studies of group counseling and psychotherapy. According to Young (1973) "What an individual feels about himself seems to be directly related to what he wants and sees as helpful in the group setting."

The Tennessee Self-Concept Scale, a self-report instrument has been useful in screening and sensitive to change in group therapy. The Young study involved counselor preparation and encourage individual growth. Self-acceptance has been positively related with acceptance of others and the ability to be facilitative.

The TSCS was administered to twenty beginning counseling students prior and following a 15-week training-growth group.

The conclusions were in the perceptions of the students with the greatest agreement found in what was seen as not helpful. Whether the student's scores on the Tennessee changed or not from pre- to posttesting was not found to be related to their perceptions of group experience. Students scoring high on the Self Criticism Score of the Tennessee

pretest were seen by raters as functioning at a higher level of therapeutic facilitativeness than those with a low score.

Brown Study

This study was conducted in 1973 to determine if the level of self-concept of the participants of an intact group would change in a positive direction as a result of a Transactional Analysis group therapy. The TSCS was selected as the instrument to measure self-concept.

Membership was voluntary and met on a regular basis for eight months. Nineteen sessions were held and were about two hours in length. Some additional sessions were provided on an individual basis.

Emphasis was placed on self-understanding, humor was encouraged and each session concluded with a "whip" which required each member to share an observation of that session.

Significant differences were found in the Total P (Self Esteem) Scale and in Row 2 (Self Satisfaction) Scale at the .05 level for the experimental group.

The Column E Scale showed a .005 level of significance in a downward direction for the control group.

In examining the change scores on the TSCS Profile Sheet, improvement was made in each of the nine scales by the experimental group. The control group did not improve, or improved in a lesser degree.

During the T.A. group therapy, a log was kept. Specific concerns, experiences, and changes that occurred while the group was meeting were identified and described.

Hardwick Study

The rationale for the Hardwick (1970) research was the value judgment that there is a need to help student personnel programs become more aware of the importance of sensitivity activities in facilitating in the personal growth of students.

Ninety-six college students were divided in three groups. One group was leader-led, one was instrumented, one was self-directed. The purpose was to assess the effects of structured self-awareness program on self-concept and group experience variables. Three four-hour sessions were held.

The conclusion stated that the group treatment hypotheses were not adequately tested in this research due to the similarity of group treatments due to the use of structured activities of all groups, and the failure of the TSCS Measurement device to discriminate effectively between groups on self-concept variables.

However, self-concept differences on self esteem, self-criticism, and conflict were found according to groups' compatibility and incompatibility on need interchanges. Strong statistical support was found for the relationship between group compatibility rankings and group cohesiveness scores.

The findings offer support for Schutz's theoretical formulations regarding group composition or compatibility as a powerful variable in small group interaction. From the subjective data the self-awareness experience was rated as a worthwhile, relevant and successful endeavor.

One of the conclusions of the study that compatibility

on need interchange has predictable impact on self-concept variables of self esteem, self-criticism, and conflict.

Two of the recommendations of the study is that student personnel programs should investigate the use of small group activities to revitalize the traditional activities and that self-awareness groups could be used for inservice training in helping students on academic probation, to facilitate communication between students, faculty and staff and in promoting a better balance between students cognitive and affective development. Research support for the use of this self-awareness program in the above areas is needed.

Cirigliano Study

In 1972 two groups of 56 high school students met on a daily schedule twice a week for 45 minutes for five months to study the effects upon the self-concepts in an encounter group.

The TSCS was used as a pretest-posttest, and extended posttest three months later. The Otis Quick-Scoring Mental Ability Test was used to obtain IQ scores. Three variables were analyzed; sex, IQ, and age.

The results indicated no significant differences among the means of the four variables tested when they were compared in terms of the three sets of self-concept scores of the three sets of change scores.

Gaston Study

The Gaston study of 1972 investigated the self-concept of the economically disadvantaged young women between the ages of 16 and 22 enrolled in a federal job training program.

Besides group counseling other variables were studied such as race, age, and achievement in basic skills to self-concept. The TSCS and the Stanford Achievement Test were the instruments used.

During the treatment period of three months the 1½ hour counseling treatments were conducted twice weekly by the researcher. The groups were client-centered and consisted of eight participants.

The findings of the study indicated that the mean self-concept of the subjects were significantly poorer than the norms of the TSCS. The research group was significantly high on Net Conflict, Total Conflict, General Maladjustment, Psychosis, and Personality Disorder. The subjects scored low on behavior.

All ethnic groups scored considerably below the norms on mean total self-concept score. In order from high to low, they scored as follows: Negroes, Caucasians, Spanish-Americans, and Indians.

No significant differences were found and it was recommended that further research study methods most effective in changing self-concept.

Closson Study

The Closson study (1972) subjects were high school students, 16 years of age and older, identified as being disadvantaged. Sixty students in the experimental group used an open classroom situation while the control group had regular classrooms.

Measures used to test change were TSCS, a school attitude questionnaire, the first semester grade point average, attendance, employment, and dropout record of each student.

The results of the data indicated significant differences in the pre- to posttest measure within the experimental group, no pre- to posttest difference in the control group, differences in school attitude were significant, no differences on GPA and attendance, and there were high significant differences in employment and dropout rate favoring the experimental group.

Both groups had poor initial self-concepts, which supports the theory that disadvantaged students will also have poor self-concepts.

This study suggests that remediation be on non-academic factors as an initial focus on improving self-concept.

Tanabe Study

The Tanabe study (1973) used disadvantaged college students to study the development of self-concepts and attitudes of economically and educationally disadvantaged college students. An intensive summer program attempted to improve competence in mathematics, communication skills and self-concept. The TSCS and the College Student Questionnaire were used for measuring.

Students followed for four years as college students increased their self esteem in all areas, especially in being more accepting and satisfied with themselves and feeling a sense of personal worth.

While writers have posited that the self-concept is fairly stable by preadolescence as a result of early experiences, this study indicates that certain aspects of the self-concept among college bound students from disadvantaged and advantaged backgrounds do change significantly during the young adult years.

Caruthers Study

Caruthers investigated the effects of using small group counseling processes as the environment for changing the self-concepts of disadvantaged high school students. The group, from thirty-four high schools during the summer of 1975 preceding the eleventh and twelfth grade of high school, participated in an upward bound project, a Federal project established to provide educational opportunities. According to Caruthers:

> The justification for the initiation of such programs rested in the belief that our traditional methods of orienting and motivating the disadvantaged to recognize, explore and accept the opportunities available to him have been unsuccessful. Therefore, by mandate, these programs were to be innovative, experimental, and focused upon the specific needs and characteristics of the disadvantaged.

There were no statistically, significant differences between the experimental and control groups when comparing the means of the pretest-posttest change scores on any of the nine dimensions of the TSCS. The dimension of Personal Self approached significance (.07).

The conclusion was that disadvantaged high school students as a group have lower self-concepts than other persons as

defined by the established norm of the TSCS. The counseling processes as used had varying effects on the self-concept of the disadvantaged students. A suggestion for future study was to use a different set of activities.

Summary of Related Literature

Local and national concerns are focused upon vocational training of the unemployed. The targeted group is potential dropouts. School counselors and CETA counselors have frequent contacts with the disadvantaged. The counselor's time must be carefully planned and a programmed sequence of conducting sessions must be developed for group work.

Student perception of a group experience may not be reflected in the instrument measuring self-concept.

Disadvantaged students hold low self-concepts. Students completing four years of college from both advantaged and disadvantaged backgrounds have increased self esteem especially in the areas of being more accepting and satisfied with themselves and feeling a sense of personal worth.

Southeast Kansas has a high concentration of disadvantaged persons.

No studies were found that attempted to change the self-concept of post-secondary disadvantaged students enrolled in a vocational-technical school.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

The objective of this investigation was to determine the effects of group counseling on the self-concept of disadvantaged students. The design selected provided for an experimental (treatment) group and a control (no treatment) group with variables controlled through randomization. The instrument used for measurement of self-concept change was the Tennessee Self-Concept Scale (TSCS) and it was given as a pre- and posttest measurement.

Methods and Procedures

The methods and procedures used in the study can be classified into three phases. The phases are as follows: (1) the Pre-Experimental Phase, (2) the Experimental Phase, and (3) the Statistical Phase. Each of these phases are discussed in the following sections of this chapter.

Pre-Experimental Phase

The pre-experimental procedures consisted of the research design, selection of participants and selection of a measuring instrument.

Research Design

Permission was obtained from the Assistant Director of

the Southeast Kansas Area Vo-Tech School, Columbus Division, to conduct the group counseling research. A time schedule was set after consultation with the faculty. Tuesday, March 9, 1982, the counseling project began with a pretest given to the two separate groups. The experimental group met each Tuesday and Thursday during third hour for a total of 12 meetings with April 27, 1982, concluding the sessions. The same test was used as a posttest during the last group session which was eight weeks following the pretest. The faculty was given a list of names and dates that the experimental group would meet and dates for the control group to meet for testing. A room was obtained that would be free of outside distractions. Three doors were posted with "Do Not Enter" signs. Since the experimental group was comprised of twenty-three people (large group), five tables were used for writing purposes.

Selection of Participants

Names of students were tabulated who met the guidelines for disadvantagement and were CETA clients and BEOG recipients. The names of men were placed in one hat and the names of women in another hat and names were drawn to divide men and women between two groups of twenty-three each. The counselor discussed the project with each student and received the voluntary permission from each to participate. The group composition is listed in Table 5.

Table 5

Group Composition

Group I (Control-23)		Group II (Experimental-23)	
Men	10	Men	9
Women	13	Women	14

Selection of a Measuring Instrument

The Tennessee Self-Concept Scale, Clinical and Research (C and R) Form was chosen as a measuring instrument. The scale is self administering with simple instructions printed on the inside cover. The answer sheet is arranged so that the subject responds to every other item on the answer sheet. Generally this form is used in research studies and clinical evaluations where interpretation back to the client is less appropriate.

The scale consists of 100 self descriptive statements which the individual uses to portray a picture of self.

The scale is available in two forms, a Counseling Form and a Clinical and Research Form and can be used with an individual or group of subjects age 12 or higher having at least a sixth grade reading level. Hand scoring requires about 6 or 7 minutes on the Counseling Form and about 20 minutes on the Clinical and Research Form.

The original purpose of the scale was to assist mental health research. The norms were developed with 626 people with age range from 12 to 68 from various parts of the country. All social economic, intellectual and educational levels were represented with equal numbers of both sexes both white and Negro from various parts of the country.

Reliability

The reliability data was based on test-retest scores with 60 college students over a two-week period. The reliability coefficients for each score was reported in a range from .61 to .92 with Total Positive at .92 and the rows and columns .80 and above.

Validity

The original pool of self descriptive items was taken from other self-concept measures and from written self descriptions of patients and non-patients. Seven clinical psychologists classified the items into rows and columns and to positive or negative to be logically meaningful and to be generally understood by the public. Correlations are reported on all profile variables with the Minnesota Multiphasic Personality Inventory (MMPI). Discrimination is found between groups of psychiatric patients and non-patients; delinquents and non-delinquents; between the average person and psychologically integrated person.

Internal and External Frame of Reference

The Total Positive scores represent the internal frame of reference within which the individual is describing self.

Vertical columns are the external frame of reference and the horizontal rows represent the internal frame of reference.

The Total P reflects the overall self esteem. High scores indicate that persons tend to like themselves, feel to be persons of value and worth, and have confidence in self and act accordingly.

Low scores on the Total P indicate doubt about own worth; see self as undesirable, are anxious, depressed, unhappy, have little faith or confidence.

If Self Criticism (SC) is low, then a high P becomes suspect which is probably the result of defensive distortion. Extremely high (above the 99th percentile) are deviant and are usually found only in such disturbed people as paranoid schizophrenics who show many extreme scores, both high and low.

The F tests were used to make the statistical comparisons between groups, first and second, rows and columns and experimental and control.

The t test was used to measure the change in the Total Positive scores of the control group and the experimental group.

The Experimental Phase

This phase included the use of all structured activities introduced to the experimental group between the pretest administration and the posttest of the same instrument eight weeks later. The group met twice per week for one hour each session during the regular school day.

The purpose of structured activities was for research duplication by others. Since growth groups or encounter groups are not relevant for use in schools and cannot be duplicated, structured meaningful related activities were sought for use by this experimental group. Also as students are absent from time to time, it is difficult to keep an intact group for each meeting.

Structured activities can be done when students return to school after an absence helping a student to feel a part of the group and feel the need to "make up" as much as possible what was missed.

The group leader, an experienced counselor with a Masters Degree in Counseling, served as the group facilitator. Activities were designed to facilitate group interaction and cohesiveness.

The counseling techniques using structured activities explored student and family vocational history, personal values, goals in school and goals for employment and for a future life style.

Sentence stems, incomplete sentences, and paper-pencil structured exercises comprised the large group activities.

The group of 23 was divided in smaller groups of three to five for buzz sessions for more personal interaction.

The leader-facilitator began each activity with an example of personal self-disclosure. Then, each person participated individually or passed if desired.

The structured activities were taken up at the end of each session and viewed by the facilitator before the next meeting to note areas of interest by individuals.

At the beginning of each session, a very short review of the preceeding meeting was discussed by the facilitator to highlight and tie thoughts into the next meeting.

As closure was discussed prior to the end of the counseling sessions, students were prepared to evaluate the

pencil-paper structured activities to give personal perception of value of self.

Preceeding the last group session, the experimental group viewed the film, "Pack Your Own Chute."

The last paper-pencil activity had students list three things that had been accomplished or that you like about yourself.

The day of the posttest, an imaginary script was read projecting self five years into the future. The posttest followed.

All absences were made up by the use of structured activities. All students were present the day of the posttest. School activities for state and national contests involved eight absences. Being away from the campus for class involved six absences, eight absences were for other reasons.

Table 6

ABSENCES

Group Total	23 Involved
1 student	5 absences
1 student	4 absences
3 students	2 absences
7 students	1 absence
12 students	22 hours absences

23 students x 12 one-hour sessions
276 total student hours

Absences - 22 total hours made up

*12 students out of 23 had an absence during the period of group sessions

The Statistical Phase

The Tennessee Self-Concept Scale (1965 version) was chosen as the standardized instrument for measuring self-concept in nine areas as listed in Table 7.

Table 7

NINE AREAS OF TSCS

Row I	Identity	What he is
Row II	Self Satisfaction	How he accepts himself
Row III	Behavior	How he acts
Column A	Physical Self	View own body
Column B	Moral-Ethical Self	View morals and values
Column C	Personal Self	View personal worth
Column D	Family Self	View family relationships
Column E	Social Self	View self with others
Total Positive Self	(Total of all sub-scales)	

The Clinical and Research Form of the Tennessee Self-Concept Scale was scored by hand by the researcher taking approximately 20 minutes per test for 46 pretests and 46 posttests involving approximately 38 hours.

The next step was the data analysis procedures calculating the primary statistics such as the mean ($\bar{X}$), standard deviation (SD), and the variance (S^2) of the change scores for comparison between the experimental and control groups.

The next step was the calculation to test the hypothesis. The publishers of the Tennessee Self-Concept Scale suggests

that the sub-scale scores be statistically compared with either the t test or an analysis of variance technique.

The F test of Analysis of Variance was chosen. Also the t test was used for another comparison. Significance was set at the .05 level.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this chapter is to present the results of the statistical analysis of data. Four factors were involved.

The purpose of the study was to investigate the effect of group counseling using structured activities as the process for changing the self-concept of disadvantaged students. Group I, the Control Group of 23, and Group II, the Experimental Group of 23, were both comprised of disadvantaged post-secondary students enrolled in vocational training at the Southeast Kansas Area Vocational-Technical School during the spring semester of 1982.

The Tennessee Self-Concept Scale was administered to all participants at the beginning of the study as a pretest and was administered again as a posttest at the conclusion of the study eight weeks later. No one dropped school during the study; therefore, statistics were figured with N = 23 for Group I and N = 23 for Group II.

The F tests were used to make the statistical comparisons to test the null hypothesis as stated in Chapter I. The F Test of Analysis of Variance tests more than two kinds of treatments or conditions and is widely applicable to education problems. (Asher, 1976)

Table 8 is a summary of statistical data providing F values.

Table 9 gives the results of the testing hypothesis.

Table 8

STANDARD SUMMARY TABLE
ANALYSIS OF VARIANCE

Source	SS	DF	MS	F
Between Groups	5547.19	59		
First/Second	62.63	1	62.63	4.35*
Exp/Control	135.23	1	135.23	9.39**
Rows	4174.89	2	2087.44	145.06**
Columns	52.55	4	13.14	.91
Interactions				
First-Sec/Exp-Cont	58.54	1	58.54	4.06*
First-Sec/Rows	12.47	2	6.23	.43
First-Sec/Columns	18.92	4	4.73	.32
Rows/Columns	633.45	8	79.18	5.50**
Columns/Exp-Cont	150.12	4	37.53	2.60*
Rows/Exp-Cont	23.84	2	11.92	.82
Rows/Col/First-Sec	52.45	8	6.56	.45
Rows/Col/Exp-Cont	79.68	8	8.83	.61
Col/First-Sec/Exp-Cont	24.24	4	6.06	.47
Rows/First-Sec/Exp-Cont	36.55	2	18.27	1.26
Rows/Col/First-Sec/Exp-Cont	40.83	8	5.10	.35
Within Groups	19005.31	1320	14.39	
Total	24552.49			

*Sig .05
**Sig .05 and .01

Table 9

RESULTS OF TESTING HYPOTHESIS

Null Hypothesis

Ho_1 There are no significant differences between the means of pretest-posttest self-concept change scores (taken from the Tennessee Self-Concept Scale) of those disadvantaged students who attended group counseling sessions and the means of pretest-posttest self-concept change scores (taken from the Tennessee Self-Concept Scale) of those disadvantaged students who did not attend group counseling sessions.

Results

Significant differences were found with the Experimental Group. The null hypothesis was rejected.

Results of Testing Analysis

Between the first and second readings of both groups put together, the second reading is higher than the first. The F value is 4.35* with 1,1320 degrees of freedom, which is significant at .05 level.

The rows are highly significant with an F score of 145.06** with 2,1320 degrees of freedom, which is significant at the .05 and .01 level. Row 1, Identity, What He Is, is the highest group. Row 3, Behavior, How He Acts, is second. Third is Self Satisfaction, How He Accepts Himself. The rows are outstandingly highly significant. Group I, the Control Group, is not much different. In Group II, the second row, Self-Satisfaction, How He Accepts Himself, is better than the first row, Identity, What He Is.

There were some interactions. Between first-second/ex-

perimental-control, the F score is 4.06* with 1,1320 degrees of freedom and is significant at the .05 level. Group II was higher than Group I.

The columns are all similar, almost alike, with an F score of .91, which is not even close to being significant.

The experimental control group has a difference and the difference is highly significant. The second group is significantly higher than the first group. There is an interaction between rows and columns. The rows are outstandingly different and highly significant. The interaction could be expected to be high because the difference between the rows were high.

Row 1, Identity, What He Is, and C column, Personal Self is the best combination. Row E, Social Self is the lowest column. Rows and columns have some combinations that may be chosen. The F value is 5.50** with 8,1320 degrees of freedom and is significant at the .05 and .01 level.

The columns/experimental-control have an F value of 2.60* with 2,1320 degrees of freedom, significant at the .05 level. A three-way interaction between rows/first-second/experimental-control was calculated with no useable results. The last interaction was calculated four-ways between rows/columns/first-second/experimental-control. None of these secondary results were useable.

The Total P (Total Positive), was calculated using the t test measuring change scores between the control group and experimental group. The findings were not significant.

Results of Additional Analysis

The members of the Experimental Group (Group II), as their number one choice, preferred the use of dyads in group counseling sessions. The second choice was the preference of groups composed of three to five people for discussions and activities rather than being in one large group.

The choices for group composition are shown in Table 10.

Table 10

PERCEPTIONS BY GROUP MEMBERS OF GROUP COMPOSITIONS

GROUP COUNSELING	Style Preferred
Use of Dyads (two people)	16
Use of Small Groups (three to five) . . .	12
One large group as a whole	8

*Several marked more than one response

Table 11 lists twenty structured activities in order of importance as perceived by members of Group II. The top two were: 1. "Taking Care of the Body", and 2. "Get To the Job On Time."

Table 11

PERCEPTIONS BY GROUP MEMBERS
OF RELEVANCE OF STRUCTURED ACTIVITIES

Rank Order of Importance		Number of Responses
1	Taking Care of Your Body	20
2	Get to the Job on Time	17
4.5	Who Am I	16
4.5	Balanced Diet	16
4.5	You and Stress	16
4.5	Physical Appearance	16

7.5	Lifeline	15
7.5	Values Auction	15
9.5	Barksdale Self-Esteem	14
9.5	Budget Worksheet	14
9.5	43 Stressors	14
9.5	Ways to Pursue Values	14
9.5	Ranking Sheet	14
14	Stress Reducers	13
15.5	Shield	12
15.5	Weighing Your Values	12
17.5	Circle Graph	11
17.5	Personal Growth Program	10
19.5	Vocational History	9
19.5	Sign--Worthwhile Person	9

Structured activities perceived by the students in Group II to be non-relevant, are listed in Table 12 in order of least importance. Tied for the number one position of least importance is "Vocational History" and the "Sign--Worthwhile Person."

Table 12

PERCEPTIONS OF GROUP MEMBERS
OF NON-RELEVANT ACTIVITIES

Order of Least Importance		Number of Responses
1.5	Vocational History	14
1.5	Sign--Worthwhile Person	14
3.0	Personal Growth Program	13
4.5	Shield	11
4.5	Weighing Your Values	11

Perceptions of Self Esteem

The facilitator wanted feedback of student self esteem. In the final session, students were asked to list three (3) things that made the student feel important or accomplishments that made the student feel important. Twenty-one (21) out of twenty-three (23) listed attendance at the SEK Area Vo-Tech School as giving a feeling of importance.

Additional comments given were: feel accomplishment, doing something worthwhile, completion of school, receiving certificate, being admitted to school, learned a trade, attained security, have ability, learning, able to return to school, good grades, gained experience, learned different things, school activities, trying to do things, good grades and gained confidence.

Attendance During Project

No one dropped school during the research project. Group I was composed of twenty-three (23) students and Group II was composed of twenty-three (23) students. All were in attendance for the pretest and posttest and remained in school through the end of the semester.

Summary

The self-concept was changed significantly using structured activities in small group counseling sessions. The counseling treatment had differing effects on specific areas of the self-concept as measured by the TSCS. Students perceived some of the activities as being helpful and perceived some activities as not being helpful. No student dropped school during the research project and all students continued to remain in school until the end of the term.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to investigate the effects of using structured activities with small group counseling sessions as the process for changing the self-concepts of post-secondary disadvantaged students enrolled in a vocational-technical school.

The nation as a whole is concerned with the fact that many students do not complete high school and do not have an employable skill. During this period of high unemployment, many federally funded programs are directed toward skill training of the disadvantaged. It was hoped that the results of this study would aid the counselor to assist students in completing the skill training program and in obtaining and keeping a job. The results of this study might contribute to the research concerning disadvantaged students.

The review of research and related literature showed studies from kindergarten through college concerning I.Q., self-concept and school failure or success. By the time a child reaches school age his self-concept is quite well formed and the child's reactions to the classroom are determined by the beliefs and attitudes he has about himself.

Having failed or dropped out of high school, many adult learners fear self-exposure and ridicule. Fears promote negative attitudes toward schooling. The adult learner expects information to be relevant.

The appropriate use of structure during early phases of group counseling is conducive to the development of high-level group work. By focusing on personal strengths and positive resources, a group member grows in self-esteem and self-confidence, improves self-concepts, and takes a more positive attitude toward changing behavior.

First, understanding of self is essential for any realistic planning of educational, vocational, and personal social goals.

No studies were found that attempted to change the self-concept of post-secondary disadvantaged students enrolled in a vocational-technical school.

Self-concept changes over time. The private world of each individual, known as the phenomenal field, becomes a source of internal reference for viewing life.

Findings

An analysis of the data produced the followings findings:

1. Post-secondary disadvantaged students will volunteer and cooperate with the vocational counselor in a school setting when the purpose of the counseling sessions are explained in advance.
2. Adult learners have special needs including the need to improve self-concept.

3. The vocational counselor can assist students in small group counseling sessions using structured activities to change self-concept.
4. An improved knowledge of self combined with the ability to learn a vocational skill enables a student to overcome personal concerns, to attend school regularly and to complete the program.
5. Disadvantaged post-secondary students can learn when academic skills and vocational skills are perceived to be relevant and are presented to meet individual learning styles.
6. A little success each day in the classroom and shop area are proof that the student has the ability to learn. This is a consistent builder of self esteem.

Conclusions

The evidence resulting from the analysis of data supports the following conclusions:

1. Disadvantaged post-secondary students as a group have lower self-concepts than other persons.
2. Small group counseling processes using structured activities were effective in obtaining significant changes in the self-concepts of disadvantaged post-secondary students in twelve (12) one-hour sessions during an eight (8) week period.
3. The counseling processes had varying effects on the self-concept of disadvantaged students.

4. The sessions affected retention in school for the completion of skill training.
5. Students who formerly disliked school, now attending the SEK AVT school, look forward to attending school each day and completing the training. The classroom instruction is relevant to shop training. Each day the student can observe success by the accomplishments produced.

Recommendations

The findings and conclusions of this study suggest the following recommendations:

1. A replication of this study should be made by counselors in various school settings to provide more comprehensive research.
2. Comparative studies of disadvantaged post-secondary students enrolled in vocational-technical classes could offer valuable data.
3. A similar study could be done with ninth or tenth graders to improve self-concept and decrease the dropout rate.
4. A follow-up study on the academic achievement of participants could determine if the effects of the counseling treatment correlates with academic achievement.
5. A follow-up study to assess the participants self-concept levels one year after the conclusion of the study would determine long-range effects.
6. Vocational-technical school counselors could meet with new students each semester in small group counseling sessions using selected structured activities.

7. A shorter time span, such as six one-hour sessions could be adopted if selected structured activities perceived by the students as relevant were used.
8. The Barksdale Self Esteem Evaluation (SEI) provides immediate self-concept scores to the student. This would be a useful tool when working toward a specific goal.
9. The use of the Counseling Form of the TSCS contains sufficient information for school research and takes less scoring time.
10. The use of dyads or small groups of three to five encourage interaction and participation.
11. Completed structured activities should be retained by the facilitator after each session and returned to the student later.
12. An interesting study would involve the use of the TSCS scores and an evaluation of each profile sheet to demonstrate how the scale discriminates among specific types of people.
13. Counselors using this research material and adopting it to a specific setting would be striving to maintain high levels of professional service to the students being served.

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APPENDICES

APPENDIX A

Pre-Experimental Planning With Faculty

M E M O

Date: March 8, 1982

To: SEK AVTS Faculty

From: Doris Gowen

Subject: Group Counseling

Tuesday, March 9, third hour, the group counseling project will begin by Group #I meeting at 10:24 a.m. in the breakroom for a pretest for approximately 20 minutes.

At 11:00 a.m. Group #II will meet for a pretest for approximately 20 minutes.

Each Tuesday and Thursday at 10:24 a.m. through April 27, Group #II ONLY will meet, and on the 26th of April, a posttest will be given to Group #I at 10:24 and a posttest with Group #II meeting at 11:00 a.m. on April 27 as scheduled.

Group #I (Names listed)		Group #II (Names listed)	
		#I	#II
Tuesday, March 9	Pretest	10:24	11:00
Thursday, March 11			10:24
Tuesday, March 23			10:24
Thursday, March 25			10:24
Tuesday, March 30			10:24
Thursday, April 1			10:24
Tuesday, April 6			10:24
Thursday, April 8			10:24
Tuesday, April 13			10:24
Tuesday, April 20			10:24
Thursday, April 22			10:24
Monday, April 26	Posttest	10:24	
Tuesday, April 27	Posttest		11:00

APPENDIX B

Description of Activities for Small Groups

Session I.

A. Administer Tennesee Self-Concept Scale.

1. Follow directions in manual.
2. Collect test booklets and answer sheet. (time: 10 to 20 minutes)

Session II.

A. Discuss purpose of test measurement.

B. Discuss career theories based on perception of self and extension of personality.

C. Discuss meeting needs through work, defining work as using energy.

D. Discuss school; how learning becomes relevant.

E. Pair up with a partner (Dyad).

1. Share personal information, such as name, program in school and number in family.

F. Get acquainted session for whole group.

1. Each person introduces partner by telling two or three important facts.

G. (Handout) - Vocational History.

1. Write in answers to the eleven questions.
2. Choose the five responses that seem most important or had the greatest influence on you; use number one for the most important.

Session III.

A. In reference to Session I, each person named one person who was the greatest influence in his or her life and in what manner.

(Leader-facilitator speaks first)

B. Barksdale Self-Esteem Evaluation No. 69

1. Read the statement and write in the answer from 0 to 4 based on how true or the amount of time you believe that statement is true for you.
2. List your name, the date, and total the score.
3. Find the Self-Esteem Index (SEI).

a. 95 or more = Sound Self-Esteem
Under 90 = A disadvantage
75 or less = Serious disadvantage
50 or less = Crippling lack of self-esteem

C. (Handout) - Action Oriented Personal Growth Program (Dauw, 1980)

1. Write in the six items.

a. Plan a goal and ways of achieving this goal.
*Students had difficulty in setting a goal

Session IV.

A. Discuss scores on Barksdale Self-Esteem Evaluation.

*Everyone had scored 75 or less indicating a serious disadvantage or a crippling lack of self-esteem

B. Discuss shame, guilt in relation to conflict. Discuss conflicting emotions and lower self-esteem.

C. (Handout) - Who Am I?

1. List the various roles.

D. Group participation.

1. Each person in turn mention some roles listed.

(Leader-facilitator speaks first)

E. Pair up with a partner (Dyad).

1. Spontaneously before the entire group, state "Something I like about you."

(Leader-facilitator speaks first)

F. (Handouts) - Lifeline

1. Draw lifeline (look at example) in rectangle.

a. Begin with start of life, considering the termination of life, draw ups and downs that highlight your life.

Session V.

A. Group participation.

1. State one positive comment from the last session that you liked to hear about yourself.

B. Group participation.

1. State one positive statement about self that makes you unique or different from others.

C. (Handout) - Balanced Diet.

1. Complete the four responses for food eaten yesterday.

D. (Handout) - Take Care of Your Body

1. Complete the 16 responses.

E. (Handouts) - Planning to Get To the Job On Time

1. Read instruction sheet.
2. Complete work sheet; draw hands on the clock.

F. (Handout) - Definitions.

1. Read the human relations definitions.

Session VI.

A. Group participation.

1. Complete the sentence, "I was proud of me when _____."

(Leader-facilitator speaks first)

B. Refer to preceeding session.

1. Most people stated that they were not eating a balanced diet.
2. All people had good habits of cleanliness.

C. (Handout) - Student Budget.

1. Complete a budget for one month.

D. (Handout) - Shield.

1. Draw pictures in six sections.

a. Top left section - Two things you are good at.
b. Top right section - Psychological home-where you go to get away from things.
c. Center left - Most important things in your life.
d. Center right - Three people most influential in your life.
e. Lower left - What would you do if you have one year left to live?
f. Lower right - Write three words you want people to say about you.

E. Group participation.

a. Discuss the pictures drawn in the six sections.

(Leader-facilitator speaks first)

Session VII.

A. Discuss previous session of goal setting.

*Only a few were working on the goal.

B. Continued discussion of the six sections of the personal family shield.

C. Complete the sentence, "Something I can do now that I could not do last year is _____."

D. (Handout) - 43 Stressors

1. Total points of stressors impacted on you since school began.

E. (Handout) - You and Stress

1. Complete 15 questions with yes or no. (Cover up answer key)

F. (Handout) - Proven Stress Reducers.

1. Discuss the twelve stress reducers.

(Leader-facilitator speaks first)

G. Form six small groups.

1. Discuss #1, Do you recognize physical and mental stress signals? and #8, Have you developed effective techniques for reducing stress? from the <u>You and Stress</u> handout.

H. A designated speaker from each group.

1. Named stress signals found in that group and the members way for handling stress.

*The small groups worked well together, sharing personal concerns.

A VERY DEFINITE COHESIVENESS HAS DEVELOPED.

Session VIII.

A. Group participation.

1. Complete the sentence, "When people try to boss me around, I _____."

B. (Handout) - Values Auction.

1. Purchase $500 worth of values.

C. Group discussion.

1. Will you give up one of your values or spend your whole $500 on it?

D. (Handout) - Weighing Your Values.

1. List ten most important values.
2. Rank in order of importance, number one being the most important.

E. (Handout) - Ways to Pursue Values.

1. List top five ranked values.
2. List ways of pursuing values.

F. (Handout) - Influences for Your Career Selection

1. Form Dyads.
2. Rank self.
3. Have partner rank you based on knowledge known about you.

D. (Handout) - Signs to hang up at home to read each day.

1. Read together in unison;
I am a worthwhile person.
I am special; I am me.
My self-esteem can be improved. Every day in every way I feel better about myself. I can become the person that I want to be.

Session IX.

A. Complete the sentence, " I feel important when _____."

B. (Handouts) - What Do You Want From A Career?

1. Read information sheet.
2. Complete circle graph.

C. (Handout) - Physical Appearance.

1. List things I would like to change about my appearance.

a. Indicate if can or cannot make a change.

D. Form small groups.

1. Discuss, "Where did I get my ideas of good looks?"
2. List ways I can change my appearance.

E. Group Activity - Sensory Awareness.

1. Close eyes and listen.
2. Leader-facilitator read aloud.

*This was the first time for group members to use relaxation technique of visual imagery.

F. (Handout) - The Key to Health, Wealth, and Longevity.

1. Discuss the deeper meaning involved.

Session X.

A. Complete the sentence, "The one thing I want most to accomplish is _____."

B. All handouts in order used (three holes punched for notebook use) distributed.

C. (Handout) - Questionnaire on group activities.

1. Complete questionnaire relative to size of group and to meaningful structured activities.

Session XI.

A. Film was shown - Pack Your Own Chute.

Session XII.

A. (Handout) - Feeling Good About Yourself.

1. List three things that you like about yourself or something you have accomplished that makes you feel good about yourself.

B. Leader-facilitator read imagery script - Guided Imagery Script.

1. Project self five years into the future.

*All participants enjoyed this and participated well.

C. Administer Tennessee Self-Concept Scale.

1. Follow directions in manual.
2. Collect test booklets and answer sheets. (time: 10 to 20 minutes)

VOCATIONAL HISTORY

Below you will find a series of questions. They will help you become aware of some experiences and memories that have influenced your views of occupations. Please take enough time to answer each question. After you finish the questions, choose the five (5) responses that seem most important or had the greatest influence on you. Put a number 1 by the most important experience or memory; a number 2 by the second most important and so on.

1. What was your father's occupation when you were a young child?

2. Did his occupation change while you were growing up? Why?

3. What was your mother's occupation when you were a child?

4. Did her occupation change while you were growing up? Why?

5. When you were a young child, what did you want to do when you you grew up?

Nelson, 1981

6. Was there an adult in your neighborhood whom you particularly admired? What was his/her occupation?

7. Do you have any older brothers or sisters? What careers have they chosen?

8. How old were you when you first received money for working? What did you do to earn the money? What did you do with the money, i. e., spend it, save it, etc.?

9. Have you held a summer job? When? What were your responsibilities?

10. Have you held an after-school job? When? What were your responsibilities?

11. Can you recall any other experiences which influenced your ideas about the world of work? Please discuss them below.

ACTION ORIENTED PERSONAL GROWTH PROGRAM

1. Select a definite, specific goal.

2. Record quantity and circumstances of behavior (where, when, how, with whom, the behavior occurs).

3. Change triggering events (what happens before the behavior occurs)? Can you change the environment in any way to avoid those circumstances?

4. Establish effective consequences.

5. Think about causes and make up a sign or note about it. (The note might say What causes me to . . . that is NOT a sufficient reason to allow myself to . . .)

6. Achieve outside control (Find a positive and/or negative sentence to continually repeat to yourself regarding your self defeating behavior).

D.C. Dauw, 1980

WHO AM I ?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Values Clarification and Decision-Making

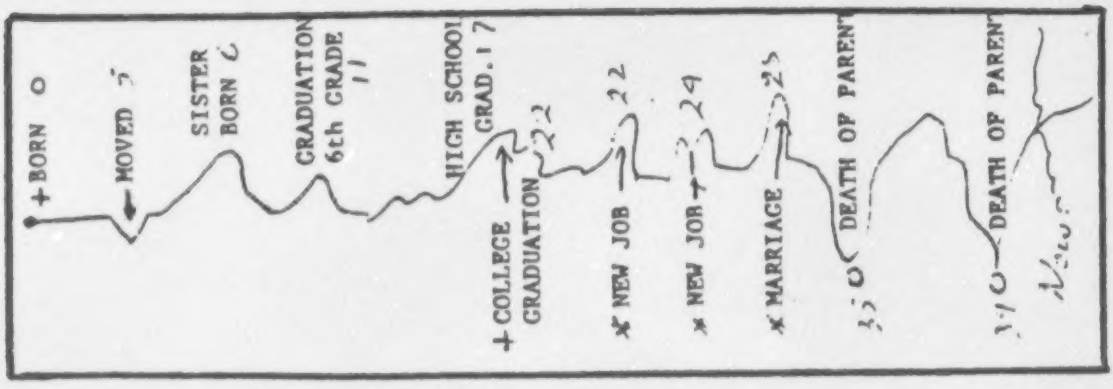
Activity C -- 30 Minutes -- Lifeline

This exercise is designed to help the participants think about past experiences, what lies ahead, and to consider how his/her decisions have been made up to this point in time.

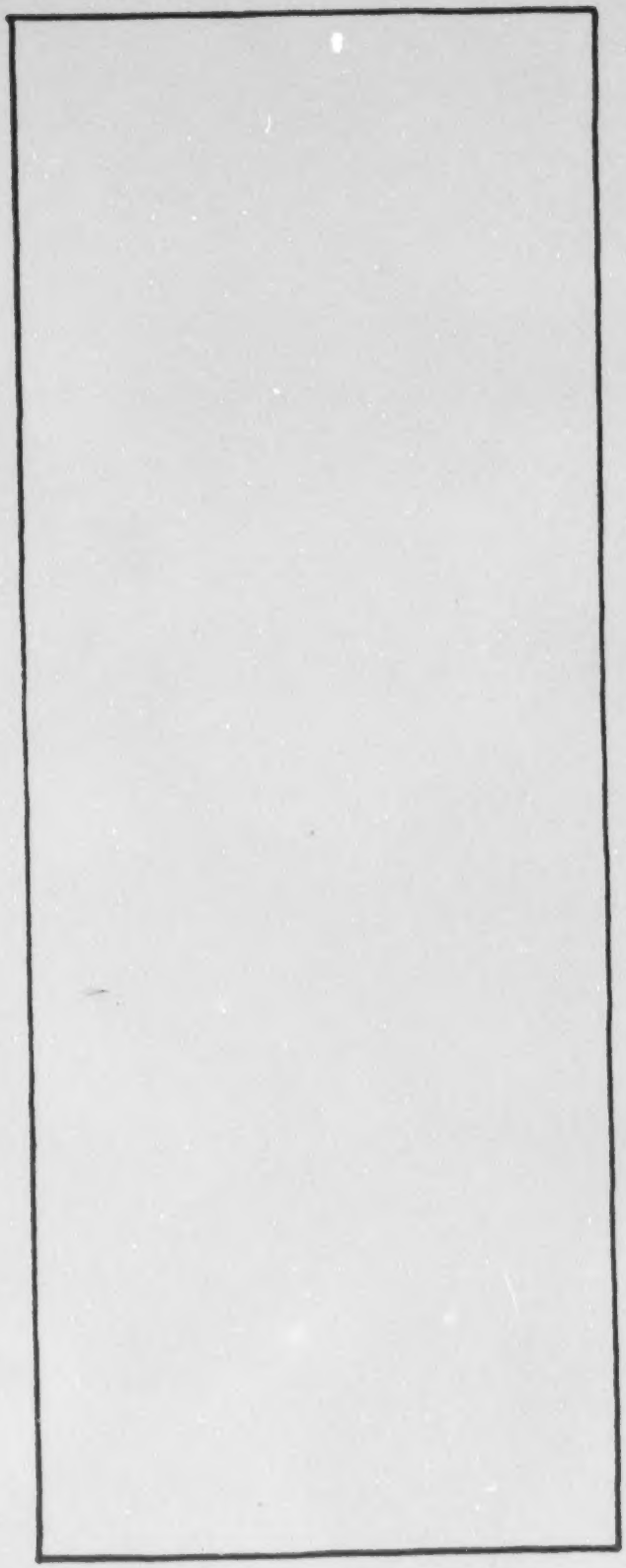
The facilitator introduces the activity:

"We all hope to shape a well-rounded, realistic future, but before we can anticipate the future, we need to find out what you were like in the past and are like in the present. This activity is designed to help you assess yourself and then build into the future."

Your Lifeline: In the box below draw your lifeline. Everyone's lifeline looks different, but each begins with the point which you believe is the beginning of your life and ends where you consider the termination of your life to be. The things that have happened and will happen to us can make our lifelines different from everyone else's. Write in the events that shape your lifeline -- the things you consider your "ups and downs". Plot both you lifeline up to and including today -- indicate today by an arrow -- and continue shaping it as you expect it to be in the future.



Nelson, 1981



Nelson, 1981

HUMAN RELATIONS
UNIT III

ASSIGNMENT SHEET #1 - BALANCED DIET

TAKE YOUR TIME, FOLLOW DIRECTIONS

+++ Read below:

EAT A BALANCED DIET -- GET PLENTY OF SLEEP -- GET EXERCISE EVERY DAY

1. What is a balanced diet? This means eat three meals a day. Eat food from the basic five groups which are:

   meat
   vegetables
   bread and cereals
   milk products
   fruit

+++ Fill in the blanks below:

1. This is what I had for breakfast:

   _____ _____

   _____ _____

2. This is what I had for lunch or dinner:

   _____ _____

   _____ _____

   _____ _____

3. This is what I had for supper or dinner:

   _____ _____

   _____ _____

   _____ _____

I need to eat a good breakfast before going to work or to school so I can do my work well.

+++ What did you eat for breakfast, lunch, and dinner? Check to see if you ate food from all five food groups?

Did you? _____
yes or no

Gowen, 1979

HUMAN RELATIONS
UNIT III

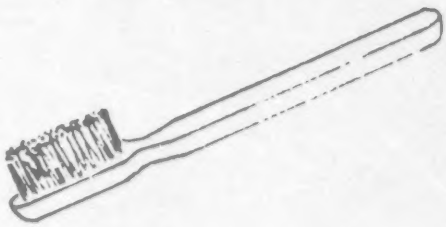
ASSIGNMENT SHEET #2 - TAKING CARE OF YOUR BODY

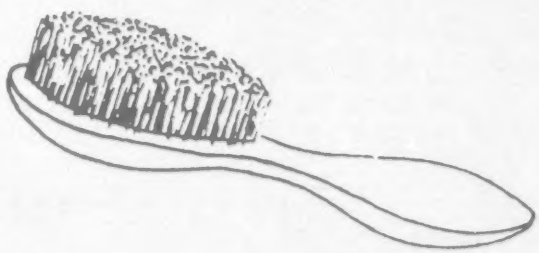
How much rest do you need? Answer: Eight hours or more every night.

How much exercise is needed? Answer: At least 15 minutes every day should be spent in some kind of active exercise program. Walking is very good exercise.

Other important ways of taking care of the body:

1. Take a daily bath or shower. Use soap.
2. Use deodorant each day.
3. Brush teeth and use mouthwash.
4. Keep hair clean.
   Wash hair at least once a week.
5. Keep hair trimmed.
6. Use comb or brush.
7. Suitable clothes should be worn for the job.
   a. Keep clothes clean.
   b. Wear clothes that fit well.
8. Clothes will look nice and wear longer:
   a. Permanent press clothes can be washed in cold or warm water on a gentle spin cycle.
   b. Spin dry with warm water and hang immediately.





+++ Answer the following:

1. Do you take a bath or shower? _____
2. Do you use a comb or brush or both? _____
3. How often do you wash your hair? _____
4. What kind of deodorant do you use? _____
5. What kind of exercise do you get? _____
6. How many hours sleep do you get? _____
7. How many hours sleep would you like to get? _____
8. How many hours sleep do you need? _____

Gowen, 1979

HUMAN RELATIONS
UNIT III

ASSIGNMENT SHEET #3 - PLANNING TO GET TO THE JOB ON TIME

At night, pick out the clothes you will wear the next morning and put them in one place.

Set your alarm clock. You can be responsible to get yourself up, get ready for school and for work.

Every day we have certain jobs to do at home, such as:

Turn off the alarm clock.
Make the bed.
Straighten the room.
Eat a good breakfast.
Dress for work.
Brush teeth.
Shave.
Take a bath or shower to be clean, relaxed, and awake.
Brush or comb hair.
Put on make-up.

Did you ever think how much time it takes to get ready?

When you get a job and go to work every day, it is important to always be at work on time.

Will you drive a car, ride a bus, ride a motorcycle or bicycle, or walk to work? Allow time for travel to work.

Example: I wonder how long it actually takes to get ready to go to work?

+++ Read below:

Bathing	10 minutes
Getting dressed	15 minutes
Breakfast	15 minutes
Getting materials	5 minutes
Travel time	20 minutes
TOTAL TIME	65 minutes

There are 60 minutes in one hour. So getting ready and traveling to work is 1 hour and 5 minutes for those people who go by the time above.

You could add 15 minutes for a flat tire or for time needed to drive around an accident.

Gowen, 1979

HUMAN RELATIONS
UNIT III

ASSIGNMENT SHEET #4 - PLANNING TO GET TO THE JOB ON TIME

+++ List below how long it takes you to get ready to go to school or work:

What I Do	How Long It Takes
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
TOTAL TIME	_____

+++ It takes _____ minutes for me to do all these things.

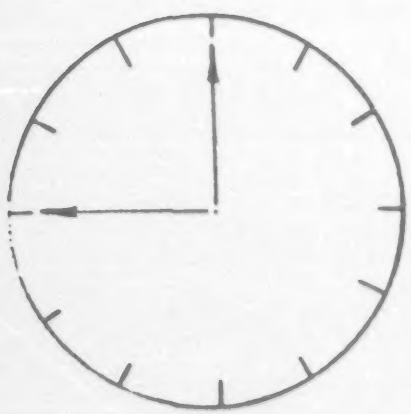
If you have a job interview at 9:00 a.m., plan what time you will leave your house to be there on time. Be there 10 minutes early.

How long will it take you to travel? _____

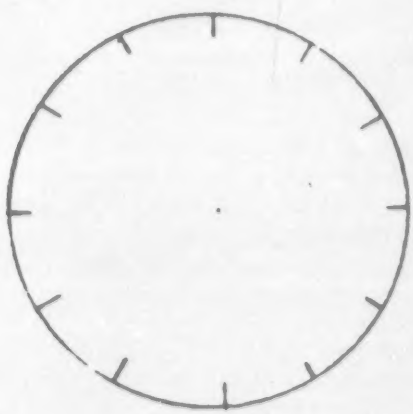
+++ Take your total time up above and add travel time.

How much time is that? _____

+++ Draw the hands on the clock that show what time you will get up.



Interview Starts



Time To Get Up

HUMAN RELATIONS
UNIT III

INFORMATION SHEET

1. Balanced diet -- Eat food from the basic food groups each day.
2. Lunch -- The light meal you eat at noon.
3. Supper -- The light meal you eat at evening.
4. Dinner -- The large meal you eat at the noon or evening meal.
5. Grooming -- Making yourself clean, neat, and attractive.
6. Deodorant -- A cream, roll-on, spray, or powder that destroys bad odors.
7. Alarm clock -- A clock that can be set to awaken you.
   a. Set your own alarm at night.
   b. If it is electric, also set a wind-up clock in case the electricity goes off during the night.
   c. Place the clock away from the bed.
      1) Get out of bed to turn the alarm off.
      2) Then, stay up.
8. Interview -- A meeting between an employer and an applicant for a job.
9. First impression -- How a person feels after meeting another person for the first time.
10. Overtime -- Working more hours than a standard work week. When you work late.
11. Recommendation -- A statement of one person's belief that another can do a job well.
12. Reference -- A person that an employer may ask about an applicant's character and abilities.
13. Apply -- To ask for a job.
14. Company -- A business that hires workers.
15. Employer -- A person or company that hires workers.

Gowen, 1979

16. Experience -- What you have done on the job.

17. Respect -- To think well of someone.

18. Spouse -- A woman's husband. A man's wife.

19. Fringe benefits -- What you get from working besides pay, such as vacations.

20. Talents -- Special aptitudes that make some things easy to learn.

21. Interests -- Things a person likes to do.

22. Knowledge -- Knowing what to do.

23. Skill -- Being able to do it.

24. Personality -- How you feel and act.

25. Self-concept -- How you feel about yourself.

26. Self-respect -- Feeling good about yourself.

27. Self-worth -- Feeling good about what you can do.

28. Desire -- To want or hope for something.

29. Directions -- What to do and how to do it.

30. Pride -- A good feeling about yourself that you get from doing a very good job.

31. Tact -- Saying and doing things in a way that does not offend others.

32. Values -- Things in life most important to you.

33. Attitude -- How you feel about people and things.

34. Cooperation -- Working well with others and helping others.

35. Decision -- Making a choice.

36. Dependability -- Being able to be trusted to do the right thing.

37. Negative attitude -- Looking at the bad side of things.

38. Positive attitude -- Looking at the good side of things.

39. Criticism -- Someone finds fault with what you are doing and tells you so.

STUDENT BUDGET WORKSHEET

I. Daily Living Expenses

Housing (can be room & board you pay parents)	_____
Food	_____
Utilities	_____
Insurance	_____
Transportation	_____
Clothing	_____
Loans or Credit Charges	_____
Sub Total	_____

II. Other Expenses

Gifts	_____
Recreation/Entertainment	_____
Savings	_____
Sub Total	_____

III. Education or Vocational Training Expense

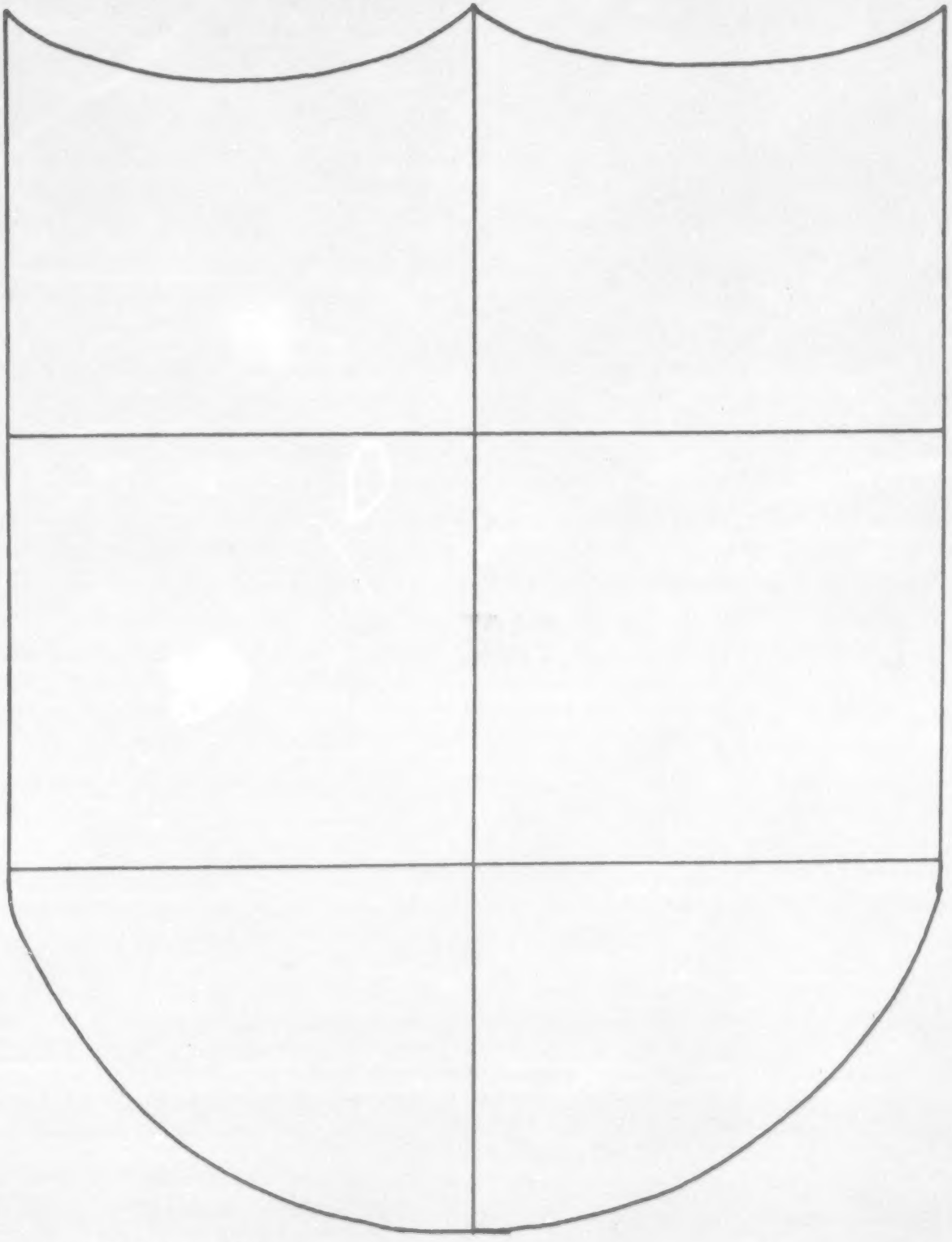
Tuition	_____
Books	_____
Fees	_____
Sub Total	_____
TOTAL (I+II+III)	_____

IV. Income

Take Home Salary	_____
Income from Investments or Inheritance	_____
Other (Financial aid, scholarships, 2nd job)	_____
TOTAL	_____

V. Balancing the Budget

Total Income	_____
Total Expense (subtract)	_____
"The Left-Over"	_____



Nelson, 1981

In a 1967 study reported from the University of Washington researchers developed a scale of impact of 43 stressers commonly experienced by individuals. They found that if various stress-producing experiences added to 300 or more in a given year, serious illness would likely result. Futhermore, they found that 80% of those surveyed who experienced stress amounting to more than 300 points were stricken with illness either during the year or soon thereafter. The list is presented below:

Event	Impact
Death of spouse	100
Divorce	73
Marital separation	65
Death in close family	63
Jail term	63
Personal injury/illness	53
Marriage	50
Fired at work	47
Marital reconciliation	45
Retirement	45
Change in family member health	44
Pregnancy	40
Sex difficulties	39
Gain of new family member	39
Business adjustment	39
Change in financial state	38
Death of close friend	37
Change to new work	36
Increase in spouse arguments	35
Mortgage over $10,000	31
Foreclosure	30
Change in work duties	29
Grown child leaving home	29
Trouble with in-laws	29
Outstanding achievement	28
Spouse begin or stop work	26
Begin or end of school	26
Change in living conditions	25
Revision of personal habits	24
Trouble with boss	23
Change in work hours	20
Change in residence	20
Change in school	20
Change in recreation	19
Change in church activities	19
Change in social activities	18
Mortgage/loan less than $10,000	17
Change in sleep habits	16
Change in family get-togethers	15
Change in eating habits	15
Vacation	13
Christmas	12
Minor law violation	11

Stewart, 1981

See: Linda Pembrook, How To Beat Fatigue Avon Books New York 1975 pp. 165-6

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YOU AND STRESS

____1. Do you recognize physical and mental stress signals?

____2. Have you been diagnosed as suffering stress related disease?

____3. Do you let excessive pride, envy, or hate stress you?

____4. Are you excessively overweight to the point of laziness or indolence?

____5. Does your job stress you because of performance demands, threat of failure, boredom, frustration, or health problems?

____6. Do your thought tend to be negative--what do you say when you talk to yourself?

____7. Have you identified your optimum stress level?

____8. Have you developed effective techniques for reducing stress?

____9. Do you set long and short range goals which are realistic for your ability, age, experience, strength, time, and general health?

____10. Have you taken time to think through what is really worthy of pursuit?

____11. Are you worrying excessively about the future; trying to cope with mid-life crisis; or preoccupied with fear of experiencing the fat, fifty, and fired syndrome?

____12. Do you feel reasonably self-actualized; that is, are you basically satisfied with your "situation" in life?

____13. Is your mental attitude generally positive?

____14. Have you reconciled your definition of success with the reality that you are a finite individual?

____15. Do you understand how to apply the discipline necessary to manage time?

Answer Key:

Questions 1,7,8,9,10,12,13,14, and 15 -- Yes

Questions 2,3,4,5,6, and 11 -- No

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PROVEN STRESS REDUCERS

Following are twelve ways to reduce stress. All each requires is a reasonable level of personal discipline and a commitment to make the required life style adjustments.

By studying each stress reducer, several sub-points can be developed which serve as guides for gradual modification of behavior leading ultimately to total achievement of each activity.

Simple Stress Reducing Activity

1. Obtain adequate rest--eight hours for most people.
2. Eat sensibly--limit carbohydrate and saturated fats--and use tobacco and alcohol only in moderation.
3. Engage in regular exercise--walking represents an effective beginning.
4. Balance work with recreation--take a little time each week for play.
5. Develop a relaxing hobby--choose something different from your normal work routine.

More Sophisticated Stress Reducing Activity

6. Become well acquainted with yourself and learn to accept your limitations.
7. Cultivate a person in whom you can confide your feelings, frustrations, hopes and dreams.
8. Engage only in positive self-talk closing your mind to negative thoughts.
9. Establish reasonable short and long term goals around which daily activity can be planned which will lead to achievement of those predetermined goals.
10. Learn to manage time in a fashion to avoid a constant race with the clock.
11. In reacting to problems or challenges of any kind, determine first if the problem is really your business or in your realm of responsibility. If it is not, do not become involved.
12. Develop an ability to close the door on yesterday, to not dwell on tomorrow, and to do only today's work today.

Values Activity 2:

Values Auction

Imagine that you are attending an auction of lifetime values. At this auction each value has been given a price by the auctioneer. These prices are arbitrary and may have nothing to do with your values. You are able to survey the values and choose the ones you want to buy at the marked price. You brought $500 specifically for buying, since these are a once-in-a-lifetime purchase. Which values would you buy with your $500?

Acceptance	$200	Truth	$100
Loyalty	100	Friendship	100
Fairness	100	Politics	200
Material Possessions	300	Work	200
Independence	200	Leisure Time	200
Religious Beliefs	300	Culture	200
Creativity	300	Peace	100
Beauty	300	Authority	100
Time	200	Generosity	300
Awareness of Social Issues	200	Equality of the Sexes	300
Education	100	Equality of Races	300
Heritage	100	Tolerance	200
Family	200	Patriotism	300
Honesty	100	Justice	200
Status	200	Adventure	200
Health	300	Security	100
Life	300	Self-Discipline	200
Cleanliness	200	Respect	300
Freedom	200	Dignity	200
Courage	200	Nature	300
Success	300	Productivity	200
Pride	200	Efficiency	100
Love	100	Competition	200
Sexual Ability	300	Personal Recognition	200
Morality	200	Obedience	200
Power	300	Happiness	300
Serving Others	200	Responsibility	100

In the following space, list the values you would buy with your money:

Value	Price

Now the bidding begins!

A person across the room is bidding $450 for one of the values you wanted to buy. Will you give it up or spend your whole $500 for it? Consider each you have selected to determine your answer.

Now, read over your Complete List of Values and add additional ones you found in the previous exercises.

Emphasis: Self, 1977

Weighing Your Values

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At this point, you probably have a good idea of the things that are important to you. However, you may not be able to tell which of these values has the most influence on your life. New issues are constantly challenging and placing established values in conflict. Taking stock of your values is often necessary when you and your values appear to be changing. Louis Raths, author of *Values and Teaching*, (Charles E. Merrill, Columbus, Ohio, 1966), has developed a way to help you measure the strength of your values. This method is based on three processes:

Choosing: Values result from making a *choice* between different attitudes or behavior after thoughtful consideration of all alternatives. An attitude or behavior becomes a value only if you (not someone else) have freely chosen it. An example of this process would be choosing to go to a family picnic rather than going fishing with friends.

Prizing: Values are cherished and important. You are proud of them and would not hesitate to state or defend them in public. For example, the previously mentioned individual would defend the choice of family picnic over fishing despite kidding from friends.

Acting: Values are usually visible in your daily life. You repeatedly react to situations in ways which are compatible with your values. In this way, you form a consistent pattern. Again, the individual in the above examples would repeatedly demonstrate a preference for family activities on a day-to-day basis.

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Now go back over your Complete List of Values and choose ten which you feel are most important to you. Write them below.

Rank	Value
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Now, rank each of these values according to its importance to you. Do this by placing a "1" in the appropriate column, by the value which is most important in your life; a "2" by the next most important, and so forth.

As you rank your values, weigh the strength of each by considering the extent to which you choose, prize and act on that particular value. Ask yourself the following questions: Have you consciously chosen it as something important to you? Are you proud enough of this value to defend it in public? Do you act on it in some way, every day?

Write the values which you ranked 1 through 5 in the following chart. In the space provided, make a list of activities or experiences which you might want to do in the future to express that value. Try to include activities in all life areas (occupation, leisure, family, consumer and citizenship).

Values	Activities or Possible Ways of Pursuing My Values
Ex: Health	Get lots of exercise; buy exercise equipment; have adequate health care policy; occupation with no potential for physical harm; see that family develops good eating habits; participate in and contribute to health-related charities; regular medical checkups.
Value #1:	
Value #2:	
Value #3:	
Value #4:	
Value #5:	

INFLUENCES FOR YOUR CAREER SELECTION

A Ranking Sheet

Below is a list of items which educational experts say are important influences in choosing a career successfully, but there is much descrepancy as to which influences are most important. Rank the items from 1 to 16 in order of importance to you.

My Ranking		Dyad Ranking
_____	Ability to work with others	_____
_____	Career identification with another person (Career of someone who has been important to you)	_____
_____	Desire for status and money	_____
_____	Education	_____
_____	Influences of Friends	_____
_____	Interests	_____
_____	Leadership ability	_____
_____	Luck	_____
_____	Motivation	_____
_____	Occupational information	_____
_____	Parents values and influences	_____
_____	Job Security	_____
_____	The way one feels about oneself	_____
_____	Male/female	_____
_____	Physical health	_____
_____	Physical ability	_____

Nelson, 1981

I AM SPECIAL;

I AM ME.

I AM A WORTHWILE PERSON

My self-esteem

can be improved.

Every day in every way

I feel better about myself.

I can become the person

I want to be.

Gowen, 1982

What Do You Want From A Career?

There are many reasons for working, those listed below are just some of them.

A. Recognition -- getting respect, prestige, social approval.

B. Achievement — attaining mastery of a field, self-advancement, personal growth, personal satisfaction.

C. Leadership — exercising control, directing, having influence over others, being the organizer.

D. Social Welfare -- doing something that helps others, working for society.

E. Self-Expression -- working in an area particularly suited to the development of my abilities and interests.

F. Money -- fulfilling material needs, being able to afford the things I want.

G. Work Values -- Believing it is important to work. Work should be an integral part of my life.

H. Independence -- being on my own, being able to be free of much supervision.

I. Creativity -- contributing new ideas, being original and inventive.

J. Challenge -- being able to handle difficult or complex work, mastering new things.

K. Interpersonal Relations -- being able to be with other employees and colleagues I enjoy.

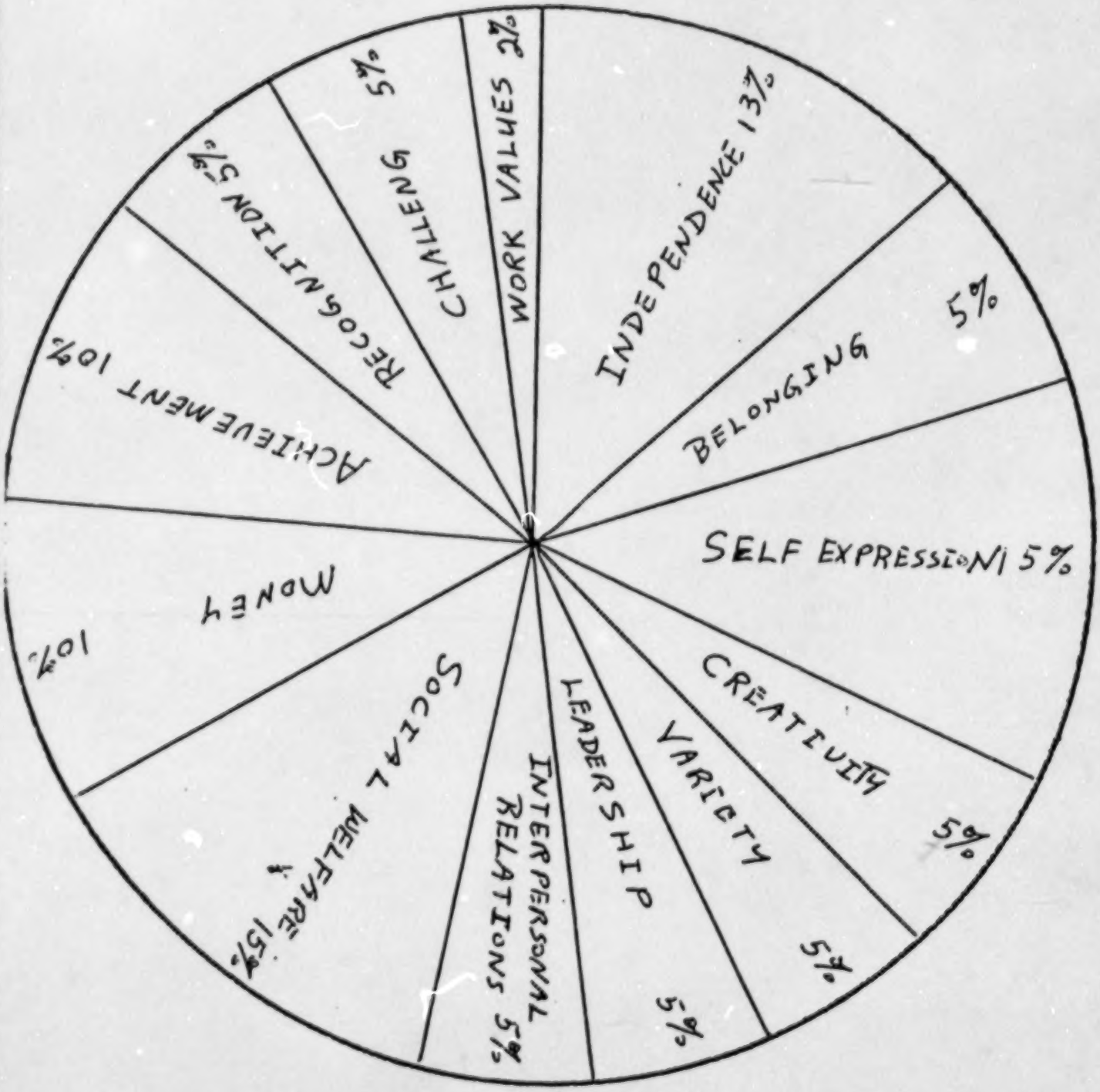
L. Variety — preferring diverse activities, a job which will be constantly changing.

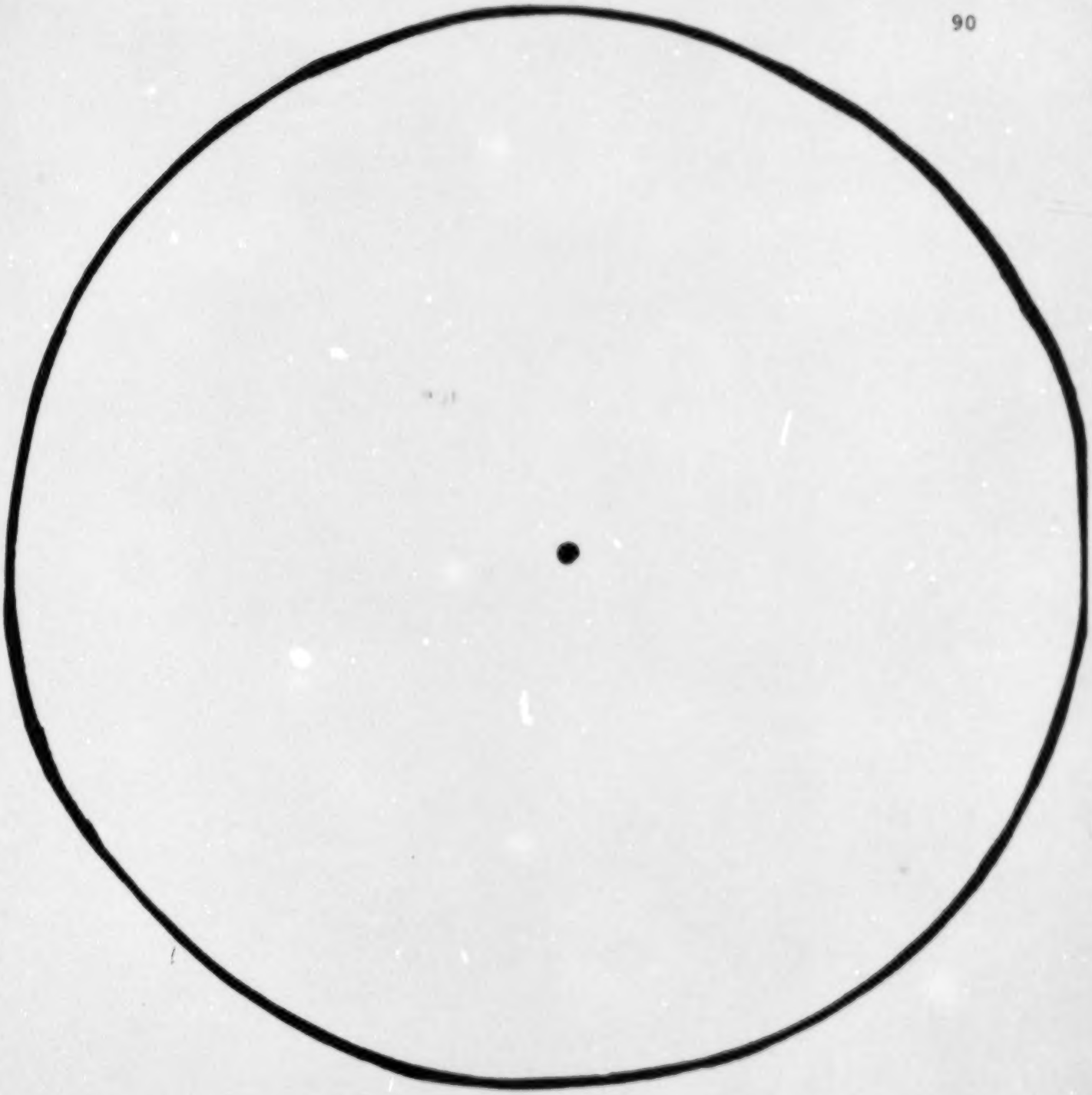
To put these in perspective, please complete the circle graph. What portion of the "Reasons for Working Pie" does independence fill? How about recognition? Fit all twelve (12) reasons in the pie. You may add additional reasons not listed above.

Nelson, 1981

WHAT DO YOU WANT FROM A CAREER?

Complete the circle graph below with the twelve areas from the preceeding page.





Nelson, 1981

PHYSICAL APPEARANCE

Things I would like to change about my appearance.	Can Change	Cannot Change
1.		
2.		
3.		
4.		
5.		

In group, discuss:

1. Where did I get my ideas of good looks?

List ways I will change my appearance:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

Gowen, 1982

SENSORY AWARENESS

Close your eyes and become aware of how your head feels. Bend your fingers at the joints and tap all over the top of your head. Tap the back, the sides, and the forehead. Put your hands down and experience how your head and hands feel.

Close your eyes and experience how your face feels. Keeping your eyes closed, begin slapping your forehead with your fingers. Both hands and fingers should be held loosely and hit the face simultaneously. Now move the jaw, the cheeks, the lips, and the chin. Go over the nose and gently over the eyelids. Stop, lower your hands, and experience what you feel now. This slapping can be done on any or all sections of the body.

Mentally divide your body in half - right side and left side. Concentrating only on the left side, tap all over your head and then slap your shoulders and left arm, back, stomach, left leg, and foot, with eyes closed. After a minute or two you should share how you experience the difference between your right and left sides. After you have reported, the procedure should be repeated on the right side so you will balanced again.

Inhale through your nose for the count of eight. As you breath in, let your stomach come out. Then exhale through your mouth for the count of eight, letting your stomach come in. Repeat this fifteen times. This is a good exercise at the beginning of a class when all the students' energies seem to be scattered. We have also found it useful as a way to relax students before they take a test.

For Men Only:*

THE KEY TO HEALTH, WEALTH, AND LONGEVITY

Dr. Joyce Brothers

How would you like to be healthier, live longer, and earn more? Without having to go on a diet, do exercises, or work harder (or longer)? Sounds like a never-never idea, doesn't it? Well, there's a very simple prescription that will help you achieve these goals. It was worked out by a group of German psychologists, physicians, and insurance companies who cooperated on a research project designed to find out the secret of long life and success. They found, according to Dr. Arthur Szabo of West Germany, that the key to longer, happier, healthier, wealthier lives for men lies in one single act. All you have to do is:

KISS YOUR WIFE EACH MORNING
WHEN YOU LEAVE FOR WORK!

You don't have to *feel* like kissing her; just do it. That's the secret of success.

The meticulous German researchers discovered that men who kiss their wives every morning have fewer automobile accidents on their way to work then men who omit the morning kiss. The good-morning kissers miss less work because of sickness than the non-kissers. And they earn from 20 to 30 percent more money and live some five years longer than men who are stingy with their kisses.

Dr. Szabo explains, "A husband who kisses his wife every morning begins the day with a positive attitude."

Is there any hope for those gentlemen who neglect to deliver that morning kiss? They have a lot going against them, insists Dr. Szabo. These unaffectionate fellows start the day with negative feelings and doubts about their own worth. You see, a kiss is a kind of seal of approval.

If *you* have been rushing out of the house in the morning without kissing your wife, consider changing your ways. It might make a change in your wife, too. Why not try it?

*Editor's note: With all the changes in sex roles that are taking place, we imagine that this approach would prove equally effective for a woman kissing her husband before she leaves for work.

GROUP COUNSELING

	One other person	Small group	Whole group
1. Do you like to share with			

2. Mark the structured exercises as helping you to better understand yourself (things already known-or new things learned)

	Yes helped to understand	No did not help
a. Vocational History		
b. Personal growth program		
c. Who am I?		
d. Barksdale self-esteem		
e. Lifeline		
f. Balanced diet		
g. Taking care of your body		
h. Get to the job on time		
i. Budget worksheet		
j. Shield		
k. You and stress		
l. 43 stresses		
m. Stress reducers		
n. Values auction		
o. Weighing your values		
p. Ways to pursue values		
q. Sign - worthwhile person-sign		
r. Ranking sheet		
s. Circle graph		
t. Physical appearance		

FEELING GOOD ABOUT YOURSELF

List three things that you like about yourself or something you have accomplished that makes you feel good about yourself.

1.

2.

3.

One of the group facilitators read the following script to the group as they are relaxing. The script should be read slowly, taking from 10 to 12 minutes. The authors have generally used an extension into time of six years for college students; however, you may need to adjust this time period if you are working with high school or graduate/professional bound students as they will probably require an extension further into the future.

GUIDED IMAGERY SCRIPT

Home: "I would like you to project with me five years into the future. It's a beautiful morning and you feel very good as you get up and look forward to the day's activities. As you get dressed for work notice what kind of clothes you are putting on. As you leave for work, take note of the immediate surroundings (your house or apartment), and the things that you see on your way to work. Are you driving, walking, riding a bus or train? Are you in the country or in the city?

Work: You remain relaxed as you arrive at work, but you are eager to get started. Where are you -- an office, a school? Inside, or out of doors? Let your mind wander now as you go through the activities of the morning and take note of the setting and the people (if any) that you find yourself working with. Again, there are no limitations. You are enjoying yourself and you feel good about what you are doing.

Lunch: It has been a good morning. You are now ready for lunch break. What do you do for lunch? Do you eat alone? Do you have a business lunch? Where do you eat, what do you do?

Afternoon: Again, let your mind wander. I want you to again place yourself in a work setting for the afternoon. You may return to the same

activities, or do something entirely different. There are no limitations. As you go through the afternoon you need to be aware of your surroundings. What makes the afternoon enjoyable for you? Are you alone? What are some of the activities that are particularly rewarding? What are your fellow workers like -- What is your work setting like -- is the atmosphere relaxed or tense?

End of Day: It's nearing the end of the work day. You are tired but still feel relaxed and comfortable as you get ready to leave for home. It's the end of the month and you pick up your pay check before leaving. Look at it and note the amount -- how does it make you feel? Again, be aware of the surroundings as you travel home. The place in which you find yourself is up to you. You may be on a bus in the city or walking through the countryside. As you approach your home I want you to be especially aware of what it looks like. It may be a farm house, A-frame, apartment or anything you want to make it. There are no restrictions, it may not even be the same place you left this morning. Now walk on in and take note of what you see inside. Are you alone? If there are other people there, who are they?

Weekend Trip: The day is coming to a close now, and you are still very relaxed. I want you to take a few moments to plan a weekend trip. You may plan this by yourself, or with someone else. In this trip you may go wherever you like, and do whatever things you enjoy most. Just let yourself go.

End of Guided Imagery: You still feel very relaxed. In a moment I will want you to come back to the group and share your experience with the group. But first, jot down (mentally) those things which you particularly want to remember about your experience. Open your eyes and and let's talk about your experience."